

GUIDE to Education

Senior High School Handbook
1993-94

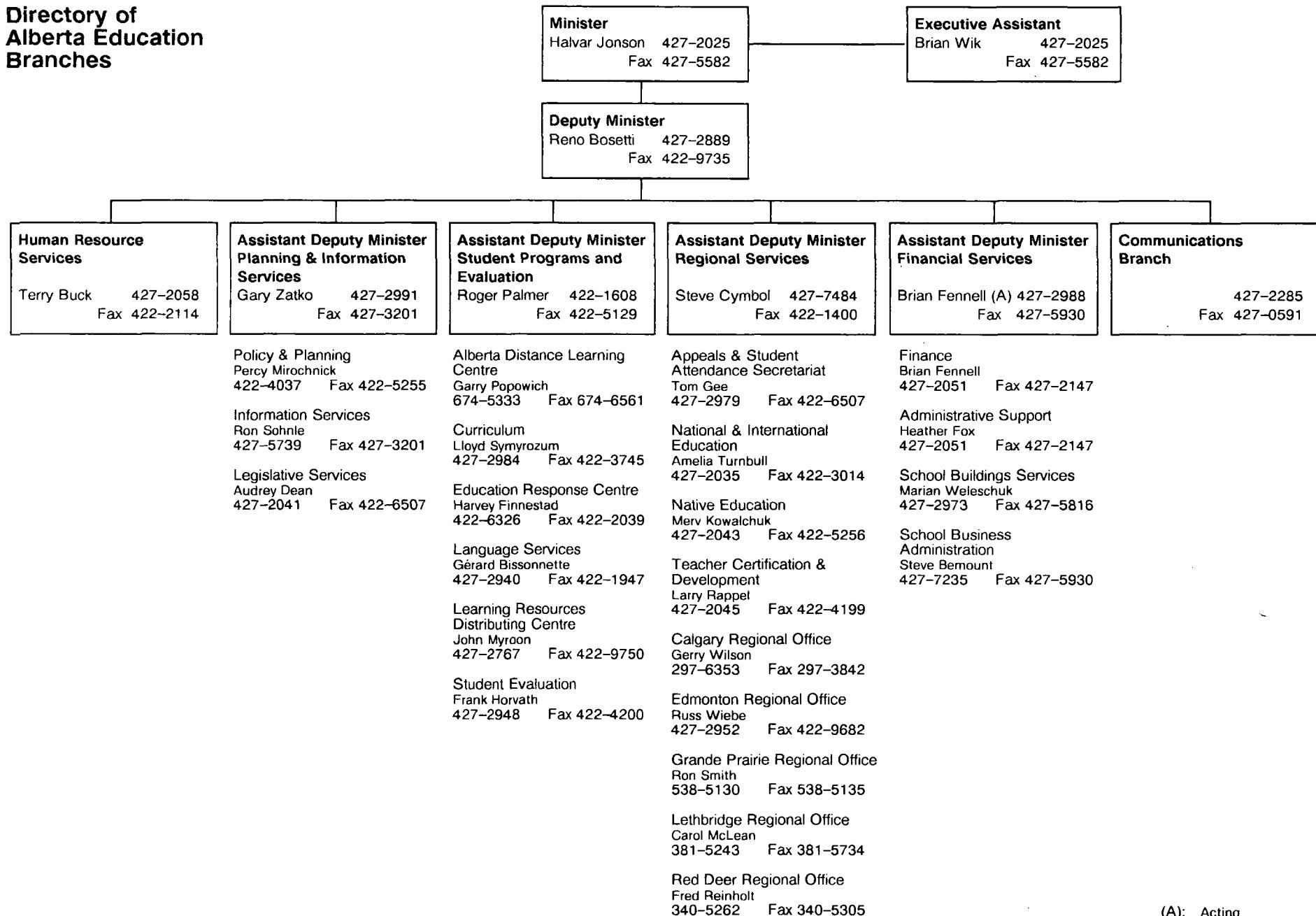


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ERRATA SHEET

On page 44 of the *Guide to Education: Senior High School Handbook* (1993-94), the highlighted policy on integration is a **Draft Policy Under Revision**. For further information on this draft policy, contact the Director, Education Response Centre, Edmonton or the appropriate Director, Regional Office of Alberta Education.

GUIDE to Education

Senior High School Handbook **1993-94**

This document supersedes the **Guide to Education: Senior High School Handbook 1992-93**. All changes to Alberta Education requirements contained in this document are effective the first day of the **1993-94** school year as defined by the local school authority.

I, Halvar Jonson, Minister of Education by virtue of the power delegated to me under section 25(b) of the **School Act**, hereby authorize this handbook for use in Alberta schools.



Halvar C. Jonson
Minister of Education

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This handbook contains information on a wide variety of topics. Some statements are mandated; others suggest procedures that are discretionary. Those statements that are requirements of Alberta Education are screened.

△ **Changes in Content**

The delta sign (△) is used in the left-hand margin to indicate sections where major changes have occurred. A brief explanation is provided beside each sign.

All references to the **School Act** are to the **School Act, Statutes of Alberta, 1988, Chapter S-3.1** as amended by the **School Amendment Act, 1990**, consolidated July 12, 1990, with amendments in force September 1, 1990.

The primary intended audience for this document is:

| | |
|-------------------------|---|
| <i>Administrators</i> | ✓ |
| <i>Counsellors</i> | ✓ |
| <i>General Audience</i> | ✓ |
| <i>Parents</i> | |
| <i>Students</i> | |
| <i>Teachers</i> | |

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FOREWORD

Alberta is experiencing fundamental changes in its economic, social and cultural fabrics. Education is the key to our young people being full partners in shaping a global future . . . in shaping our province's and our nation's future. The vision for education announced by the Minister of Education, Jim Dinning, in November 1990 sets a direction. It builds on the strengths of Alberta's schools. The initiatives in **Vision for the nineties . . . a plan of action**, October 1991, describe improvements that will help to ensure all our young people get the education they need. These initiatives reflect Alberta Education's leadership role in developing programs for students, in setting standards and directions for education and expectations for our partners, and in supporting improvements that better meet students' needs.

The initiatives and directions that have been outlined in the **Vision for the nineties . . . a plan of action** document are reflected in this handbook. For example, the transfer provision for Integrated Occupational Program students (page 17), the provision for students to take senior high school courses while still enrolled in junior high school (pages 70 and 71) and the provision for challenge assessments in French as a Second Language (page 34), all reflect a results orientation to curriculum.

The **Senior High School Handbook** is the second in the series of handbooks that comprise the **Guide to Education**. The first in the series is the **ECS to Grade 9 Handbook**.

The **Senior High School Handbook** is published by Alberta Education for the use of administrators, counsellors, teachers and other parties engaged in the delivery of high school education. It is intended to serve the following purposes:

- a. to identify program requirements specified by Alberta Education
- b. to provide information about the characteristics of students enrolled in senior high schools
- c. to communicate information useful in organizing and operating secondary schools to meet the needs of students.

In senior high school, students should be encouraged to challenge themselves at new levels and in new experiences, as well as to prepare themselves for future choices in life. This is especially important in the areas of counselling and guidance. Consequently, the first section of the handbook addresses the diverse characteristics and needs of senior high school students, and describes graduation requirements students need to meet over the course of their senior high education. The philosophy statement included in this section addresses the significance and uniqueness of senior high education in the lives of these students and in their communities. This focus on students is integral to all school programming, and reflects the emphasis of the **School Act**.

This handbook draws together information essential to school administrators. Policies, procedures and organizational information required to operate a senior high school are included, or directions given for obtaining this information.

Alberta Education's management system is policy-based and results-oriented. As much as possible, policies and procedures are used to set educational goals and directions. This handbook supports Alberta Education's objective of providing consistent direction while encouraging flexibility and discretion at the local level. Screened text indicates mandatory requirements taken from the **School Act**, regulations, policies and procedures.

References to "boards" and "schools" in this document are in accordance with definitions used in the **School Act**. The requirements noted in this handbook apply to all schools offering senior high school courses for credit, including those accredited private schools that teach the Alberta Education program of studies. In this handbook, **"local school authority"** means the board of a public or separate school district, a school division or county, the operator of a private school accredited by the Minister under section 22(2) of the **School Act** or a school operated by the Minister, such as the Alberta Distance Learning Centre and the Alberta School for the Deaf.

Additional copies of this handbook are available from the **Learning Resources Distributing Centre, 12360 - 142 Street, Edmonton, Alberta, T5L 4X9** (Telephone 427-2767, Fax 422-9750).

Suggestions for changes to this document, or questions regarding its content, should be addressed to the **Deputy Director, Curriculum Branch, 11160 Jasper Avenue, Edmonton, Alberta, T5K 0L2** (Telephone 422-4872, Fax 422-5129).

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Senior High School Students





SENIOR HIGH SCHOOL STUDENTS:

Philosophy of Senior High Schooling



Senior high school builds on foundations students establish in their elementary and junior high school years toward achieving the goals of schooling and of education. It provides students with greater opportunity for decision making and time management. Students can enroll in a wide range of courses to achieve specific goals as well as to explore their interests and abilities. Taking responsibility for their choices and actions is an important aspect of senior high education.

Graduation from senior high school is a significant personal accomplishment. It is also an important transition in life, leading directly to career entry or to post-secondary study.

Senior high school students in Alberta represent a broad cultural diversity, as well as a diversity of needs and abilities. High school accommodates these diverse educational and cultural needs by providing a range of programs and developing flexible methods of delivery. Senior high schools are encouraged to develop strong community partnerships, and to use provisions for instruction in languages other than English, to meet the needs of the students and the communities they serve.

Senior high school provides students with opportunities to:

- complete development of basic skills, if necessary, through modified instructional activities or alternative methods of school organization
- extend and refine intellectual and other skills in preparation for entry into post-secondary education
- acquire specialized knowledge, skills and positive attitudes required for direct entry into the work force
- become confident, competent and responsible individuals, ready to assume the role of contributing members of society
- choose courses that will lead to the fulfillment of personal aspirations.

SENIOR HIGH SCHOOL STUDENTS: Goals and Objectives of Senior High School



1 Introduction

The following statements of goals direct education in Alberta's schools. These goals are the basis from which specific learning expectations for various subjects and grades are developed. The goals were adopted by order of the Minister under section 25(1)(f) of the **School Act**.

Schools make an important contribution to education. But school is only one of the agencies involved in the education of youth. The home, church, media, community organizations and peer groups also have a significant influence on children. It is useful, therefore, to be clear about the role of schooling in education. Education refers to all learning experiences the individual has within the physical and social environments; it is a continuing and lifelong process. Schooling, which has a more limited purpose, refers to learning activities planned and conducted within a structured environment. There is, of course, a close relationship between education and schooling: the learning that occurs in school influences, and is influenced by, what is learned outside the school.

2 Goals of Education

Achievement of the broader goals of education must be viewed as a shared responsibility of the community. Maximum learning occurs when the efforts and expectations of various agencies affecting children complement each other. Recognizing the learning that has or has not occurred through various community influences, among which the home is most important, the school will strive to:

- develop intellectual curiosity and a desire for lifelong learning
- develop the ability to get along with people of varying backgrounds, beliefs and lifestyles
- develop a sense of community responsibility which embraces respect for law and authority, public and private property, and the rights of others
- develop self-discipline, self-understanding, and a positive self-concept through realistic appraisal of one's capabilities and limitations
- develop an appreciation for tradition and the ability to understand and respond to change as it occurs in personal life and in society
- develop skills for effective utilization of financial resources and leisure time and for constructive involvement in community endeavours
- develop an appreciation for the role of the family in society
- develop an interest in cultural and recreational pursuits
- develop a commitment to the careful use of natural resources and to the preservation and improvement of the physical environment
- develop a sense of purpose in life and ethical or spiritual values which respect the worth of the individual, justice, fair play and fundamental rights, responsibilities and freedoms.

The ultimate aim of education is to develop the abilities of the individual in order to fulfill personal aspirations while making a positive contribution to society.

3 Goals of Schooling

Schooling, as part of education, accepts primary and distinctive responsibility for specific goals basic to the broader goals of education. Programs and activities shall be planned, taught and evaluated on the basis of these specific goals in order that students:

- develop competencies in reading, writing, speaking, listening and viewing
- acquire basic knowledge and develop skills and attitudes in mathematics, the practical and fine arts, the sciences and the social studies (including history and geography), with appropriate local, national and international emphasis in each
- develop the learning skills of finding, organizing, analyzing and applying information in a constructive and objective manner
- acquire knowledge and develop skills, attitudes and habits which contribute to physical, mental and social well-being
- develop an understanding of the meaning, responsibilities, and benefits of active citizenship at the local, national and international levels
- acquire knowledge and develop skills, attitudes and habits required to respond to the opportunities and expectations of the world of work.

Because the above goals are highly interrelated, each complementing and reinforcing the others, priority ranking among them is not suggested. It is recognized that in sequencing learning activities for students, some goals are emphasized earlier than others; however, in relation to the total years of schooling, they are of equal importance.

In working toward the attainment of its goals, the school will strive for excellence. However, the degree of individual achievement also depends on student ability and motivation as well as support from the home. Completion of diploma requirements is expected to provide the graduate with basic preparation for lifelong learning. Dependent on program choices, the diploma also enables job entry or further formal study.

4 Desirable Personal Characteristics

The following statement was passed by order of the Minister and indicates the role that schools play in developing desirable personal characteristics among children of school age.

Children inhabit schools for a significant portion of their lives. Each day, in their relationship with fellow students, teachers and other adults who are in the school, children are exposed to a complex combination of influences, some deliberate and others incidental. In Canada, the common pattern of attitudes derives from many sources, cultural, religious, ethnic and legal. Public schools exist within this culture and it is from this culture that the schools' dominant values emerge.

The school, as the site of a child's formal education, is not the sole or even dominant determiner of student attitudes. Other important sources of influence include the home, the church, the media, and the community. Educators alone cannot, and must not, assume the responsibility for the moral, ethical and spiritual development of their students. They do, however, play a significant role in support of other institutions. The actions of teachers and the activities that take place in schools contribute in a major way to the formation of attitudes.

Parents and other groups in society clearly expect teachers to encourage the growth of certain positive attitudes in students. These attitudes are thought of as being the prerequisites to the development of essential personal characteristics. For the guidance of all, the following list has been prepared. The list is not a definitive one, nor are the items ranked, but, rather, the list is a compilation of the more important attributes that schools ought to foster.

The Alberta community lives with a conviction that human beings are unique and are uniquely related to their world. Generally, but not universally, this expresses itself spiritually, through the belief in a Supreme Being (e.g., God). Ethical/moral characteristics, intellectual characteristics, and social/personal characteristics must be treated in a way that recognizes this reality and respects the positive contribution of this belief to our community.

a Ethical/Moral Characteristics

| | |
|--------------------|--|
| <i>Respectful</i> | <ul style="list-style-type: none">- has respect for the opinions and rights of others, and for property. |
| <i>Responsible</i> | <ul style="list-style-type: none">- accepts responsibility for own actions; discharges duties in a satisfactory manner. |
| <i>Fair/just</i> | <ul style="list-style-type: none">- behaves in an open, consistent and equitable manner. |
| <i>Tolerant</i> | <ul style="list-style-type: none">- is sensitive to other points of view, but able to reject extreme or unethical positions; free from undue bias and prejudice. |

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| <i>Honest</i> | - is truthful, sincere, possessing integrity; free from fraud or deception. |
| <i>Kind</i> | - is generous, compassionate, understanding, considerate. |
| <i>Forgiving</i> | - is conciliatory, excusing; ceases to feel resentment toward someone. |
| <i>Committed to democratic ideals</i> | - displays behaviour consistent with the principles inherent in the social, legal and political institutions of this country. |
| <i>Loyal</i> | - is dependable, faithful; devoted to friends, family and country. |

b Intellectual Characteristics

| | |
|-------------------------------|---|
| <i>Open-minded</i> | - delays judgments until evidence is considered, and listens to other points of view. |
| <i>Thinks critically</i> | - analyzes the pros and cons; explores for and considers alternatives before reaching a decision. |
| <i>Intellectually curious</i> | - is inquisitive, inventive, self-initiated; searches for knowledge. |
| <i>Creative</i> | - expresses self in an original but constructive manner; seeks new solutions to problems and issues. |
| <i>Pursues excellence</i> | - has internalized the need for doing his or her best in every field of endeavour. |
| <i>Appreciative</i> | - recognizes aesthetic values; appreciates intellectual accomplishments and the power of human strivings. |

c Social/Personal Characteristics

| | |
|---|---|
| <i>Cooperative</i> | - works with others to achieve common aims. |
| <i>Accepting</i> | - is willing to accept others as equals. |
| <i>Conserving</i> | - behaves responsibly toward the environment and the resources therein. |
| <i>Industrious</i> | - applies self diligently, without supervision. |
| <i>Possesses a strong sense of self-worth</i> | - is confident and self-reliant; believes in own ability and worth. |
| <i>Persevering</i> | - pursues goals in spite of obstacles. |

| | |
|------------------------------------|---|
| <i>Prompt</i> | - is punctual; completes assigned tasks on time. |
| <i>Neat</i> | - organizes work in an orderly manner; pays attention to personal appearance. |
| <i>Attentive</i> | - is alert and observant; listens carefully. |
| <i>Unselfish</i> | - is charitable, dedicated to humanitarian principles. |
| <i>Mentally and physically fit</i> | - possesses a healthy, sound attitude toward life; seeks and maintains an optimum level of bodily health. |

5 Secondary Education in Alberta Policy Statement

The following statements on the aim of education and the goals of secondary education are from the **Secondary Education in Alberta** policy statement (1985), which established the direction for senior high program and course development. The policy statement is available from the **Learning Resources Distributing Centre, 12360 – 142 Street, Edmonton, Alberta, T5L 4X9** (Telephone 427-2767, Fax 422-9750).

a Aim of Education

The aim of education is to develop the knowledge, the skills and the positive attitudes of individuals, so that they will be self-confident, capable and committed to setting goals, making informed choices and acting in ways that will improve their own lives and the life of their community.

b Goals of Secondary Education

Education should help students recognize, make, and act on good choices. Within this broad aim, the goals of secondary schools are to assist students to:

- develop the ability to think conceptually, critically and creatively, to acquire and apply problem-solving skills, to apply principles of logic, and to use different modes of inquiry
- master effective language and communication skills, including the ability to use communications technology
- acquire basic knowledge, skills and positive attitudes needed to become responsible citizens and contributing members of society
- learn about the interdependent nature of the world through a study of history, geography, and political and economic systems
- become aware of the expectations, and be prepared for the opportunities of the workplace—expectations that will be faced as employees or employers; expectations that will be faced as entrepreneurs or volunteers
- assume increasing responsibility for independent and continuous learning, and develop positive attitudes toward learning while in school, in preparation for self-directed, lifelong educational experiences

- learn about themselves and develop positive, realistic self-images
- develop constructive relationships with others, based on respect, trust, cooperation, consideration and caring, as one aspect of moral and ethical behaviour
- develop cultural and recreational interests and realize personal aspirations.

6 Essential Concepts, Skills and Attitudes

The **Secondary Education in Alberta** policy statement (1985) states that the development and implementation of the instructional program must take into account the following considerations:

- the nature and needs of the learner
- the nature and needs of a changing society
- the nature of knowledge in each subject area
- the learning environment.

To prepare students for responsible citizenship in an ever-changing society, certain concepts, skills and attitudes are essential. These are identified in the publication **Essential Concepts, Skills and Attitudes for Grade 12** (Second Draft 1987). It is available from the **Learning Resources Distributing Centre, 12360 - 142 Street, Edmonton, Alberta, T5L 4X9** (Telephone 427-2767, Fax 422-9750).

The concepts, skills and attitudes are listed under ten categories:

- self-concept and lifestyle
- interpersonal relations
- critical and creative thinking
- communication
- science and mathematics
- lifelong learning
- citizenship
- career exploration
- consumer and producer awareness
- global and environmental awareness.

These ten categories are relevant for all courses at the senior high school level. The essential concepts, skills and attitudes are used to guide the design, implementation and evaluation of courses and programs for senior high school. The document is also useful for designing locally developed courses.

SENIOR HIGH SCHOOL STUDENTS: Developmental Characteristics



1 Introduction

This section further defines the needs of the learner, as addressed in the **Secondary Education in Alberta** policy statement (1985). The recognition of the unique developmental characteristics of senior high school students, and the further application of this information in the design, implementation and evaluation of courses and programs at the senior high school level, is an example of how the policy statement addresses the wide range of needs and abilities of students.

How students think, feel and grow affects how they learn. Therefore, the education system must understand students' cognitive, social and physical development. An informed education system aims at meeting and extending students' development through appropriate activities and teaching methods.

The following information is intended to encourage the cognitive, social and physical development of senior high school students. It is critical to remember that each student has a unique developmental schedule.

A more complete description of students' developmental characteristics can be found in four Alberta Education documents: **Students' Thinking, Developmental Framework: Cognitive Domain** (1987); **Students' Interactions, Developmental Framework: The Social Sphere** (1988); **Students' Physical Growth, Developmental Framework: Physical Dimension** (1988); and **The Emerging Student: Relationships Among the Cognitive, Social and Physical Domains of Development** (1991). These are available from the **Learning Resources Distributing Centre, 12360 - 142 Street, Edmonton, Alberta, T5L 4X9** (Telephone 427-2767, Fax 422-9750).

2 Cognitive/ Intellectual Development

The majority of senior high school students operate at the concrete operational level. A small percentage exhibit formal operational thinking, particularly in subject areas where they are competent. At the concrete operational level, students think logically about things and events, but usually in the context of their immediate experience. This seldom includes abstract principles from the past or future. They are able to coordinate two aspects of a problem at the same time, and can mentally reverse actions or operations, as for example, when they build classification systems and then break them down into subgroups. However, they may have difficulty projecting a trend or hypothesizing, which are abilities that develop with formal operational reasoning.

Formal operational thinking is characterized as the development of hypothetical (if-then) thinking. Students who are thinking in a formal operational sense are able to handle multiple sources of information, and, unlike concrete operational thinkers, have their underlying abilities rooted more in formal logic than in spatial perceptions.

In the classroom this means that senior high school students respond well to concrete, physical objects or experiences that show what a concept "looks like". Questioning techniques that are sensitive to their cognitive level, yet also challenge them to extend their thinking to the formal operational level, are encouraged. Introducing subjects by first finding out what the students already know is developmentally appropriate.

3 Social Development

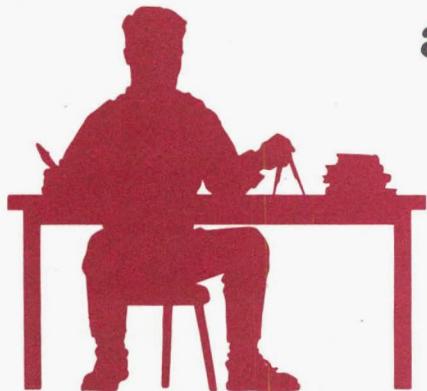
Most senior high school students are in transition. They are in the process of:

- refining and particularizing concerns and developmental issues left over from junior high school
- relating interests and capacities to values
- acquiring the information necessary to execute specific plans
- achieving mature relationships with peers of both sexes
- achieving independence (emotional and financial) from parents and other adults
- organizing the transition from school to the world outside
- testing their self-concept, acting on their preferences, controlling more aspects of their lives
- making more independent decisions and choices; accepting the consequences of those decisions and choices
- using internalized social standards to judge the actions of themselves and others.

4 Physical Development

Until recently, senior high school students were viewed as physically mature. However, we now know that these students continue to develop physically. They change. Some become taller, some lose weight and some gain weight. They become stronger and more skilled. Their level of endurance increases. If given the opportunities, these students will achieve a higher level of general fitness than at any other time in their lives.

SENIOR HIGH SCHOOL STUDENTS: Senior High School Graduation and Articulation Requirements



1 Introduction

Alberta Education issues three types of high school diplomas, and a certificate: the General High School Diploma, the Advanced High School Diploma, the High School Equivalency Diploma, and the Certificate of Achievement for students enrolled in the Integrated Occupational Program. Students who qualify for an Advanced High School Diploma may also receive an Award of Excellence. (See the requirements for an Advanced High School Diploma, pages 18 and 19.) The diplomas and certificate certify the holder has successfully completed a prescribed program of instruction. However, possession of an Alberta high school diploma or certificate does not necessarily guarantee admission to a post-secondary institution. Students should be advised to check the calendars of post-secondary institutions for admission requirements.

In response to the policies outlined in the **Secondary Education in Alberta** policy statement (1985), the revised requirements for a General High School Diploma and an Advanced High School Diploma were implemented over five school years, starting in the 1988-89 school term. The requirements for students who entered Grade 10 in the 1988-89 school year, and for each year thereafter, are presented on pages 16 to 19.

The Certificate of Achievement information on page 20 outlines the specific eligible courses and credits required to achieve the certificate.

2 Assisting in Student Planning

Certain courses are mandatory for the diplomas and the Certificate of Achievement. Some Grade 10 courses are prerequisites for more advanced high school courses. Principals should ensure that students are familiar with the guidelines when planning their Grade 10 program in order to avoid possible difficulties in their later high school years.

Please note that the number of credits for which students are enrolled is not checked by Alberta Education. Principals are urged to ensure that credits are checked carefully in the schools. See Credit Requirements for Graduation (pages 16 to 20) for details of credit requirements and eligible courses for graduation.

a Student Information Needs

- a. Students should be given assistance in planning their high school programs. Steps should also be taken to secure parents' understanding and concurrence in their children's registrations.
- b. In planning a program, the student should keep in mind the requirements for a General or Advanced High School Diploma or the Certificate of Achievement as outlined on pages 16 to 20.
- c. In addition to graduation requirements, a student's choice of subjects in high school may be governed by requirements adopted by the local school authority that has jurisdiction over the student, provided that these requirements do not contravene the provisions of this handbook.

Δ Additional Information

In providing assistance to students planning their programs, care should be taken to ensure that students' programs will enable them to attain the aim of either meeting entry requirements for post-secondary programs or acquiring the knowledge, skills and attitudes that will facilitate direct career entry.

- d. Students under age 16 may take correspondence courses from the **Alberta Distance Learning Centre**, subject to approval of the principal. Students age 16 or over may elect to take correspondence courses from the **Alberta Distance Learning Centre**. These students do not require approval of the principal. For further information about the **Alberta Distance Learning Centre**, see page 59.
- e. Successful completion of the requirements outlined on pages 16 to 20 will result in the awarding of one of the three high school diplomas (the General, Advanced or High School Equivalency Diploma) or the Certificate of Achievement.
- f. An Award of Excellence shall be granted to a student who qualifies for the Advanced High School Diploma with no less than 65% in any one of the four required diploma examination courses, and an overall average of 80% or higher in those courses. This Award of Excellence will be noted on the student's Advanced High School Diploma.
- g. Students should be made aware of special programs that are available to meet their individual needs or the needs of their community.
- h. Students eligible under section 5 of the **School Act** have the opportunity to complete most of their required course work in French. The Category C requirement for these students is explained on page 22.

- i. Native students may also access resources and programs that are designed to meet their needs and to further their knowledge of Native languages and cultures. Alberta Education's policy on Native education is provided in the **Alberta Education Policy Manual**.
- j. All students should be made aware of the requirements for **Alexander Rutherford Scholarships for High School Achievement**.

Δ Additional Information

These scholarships are awarded to students achieving a minimum average of 80% in five designated subjects in Grades 10, 11 and 12.

Also, the top ten students graduating from Grade 12, as determined solely on the basis of diploma examination results in English Language Arts 30 or Français 30, Social Studies 30 and three other subjects, are recognized as "Rutherford Scholars".

For additional information, contact **The Office of the Alberta Heritage Scholarship Fund, 9th Floor, Baker Centre, 10025 - 106 Street, Edmonton, Alberta, T5J 4P9** (Telephone 427-8640, Fax 422-4516).

b General Requirements for Admission to Post-secondary Education Institutions

Students who intend to enter a post-secondary institution should be advised, as early as Grade 10, to check the calendar for admission requirements to that institution. Post-secondary institutions have a variety of entrance requirements and students should plan their senior high programs accordingly.

Please refer to Appendix I for guidelines to assist in planning high school vocational programs for articulation with the Alberta Apprenticeship and Trade Certification programs.

3 Credit Requirements for Graduation

Students in any diploma route may wish to obtain credits in diploma examination courses other than those required for graduation. To obtain credits in these courses, students shall write the appropriate diploma examination regardless of which graduation credential they wish to receive.

a General High School Diploma for Students Who Entered Grade 10 in the 1988-89 School Year Only

General High School Diploma 1988-89 Only

| Subject | Minimum Credits | Minimum Course(s) | Required Course | Diploma Exam |
|---|-----------------|------------------------|--|--------------|
| English Language Arts | 15 | 3 | Eng Lang Arts 30 or 33 | Yes |
| Français | 15 | 3 | Français 30 | Yes |
| Social Studies | 15 | 3 | Social Studies 30 or Social Studies 33 | Yes No |
| Mathematics | 5 | 1 | Not specified | No |
| Science | 6 | 2 | Not specified | No |
| Physical Education | 3 | 1 | Physical Education 10 | No |
| Career and Life Management | 3 | 1 | CALM 20 | No |
| A minimum of two Grade 12-level courses other than English Language Arts and Social Studies | 10 | 2 | | No |
| 57 Specified Credits | | 43 Unspecified Credits | | |

The General High School Diploma is awarded to a student who has earned 100 credits, subject to the following requirements:

1. English Language Arts/Français—a minimum of 15 credits, 5 of which shall be in English Language Arts 30, English Language Arts 33 or Français 30. Students in francophone programs may present Français 30 as a diploma requirement, but must also present either English Language Arts 30 or English Language Arts 33.
2. Social Studies—a minimum of 15 credits, including either Social Studies 30 or 33.
3. Mathematics—a minimum of 5 credits. (As of September 1989, Mathematics 14 replaced Mathematics 15.)
4. Science—a minimum of 6 credits. (As of September 1989, Science 14 replaced Science 11 and Science 24 is available.)
5. Physical Education—a minimum of 3 credits. (See page 31 for individual or class exemption criteria.)
6. Career and Life Management—a minimum of 3 credits.
7. Grade 12 courses—in addition to the requirements in 1 and 2 above, students must present a minimum of 10 credits in at least two Grade 12 courses. Students who use Français 30 as a diploma requirement must present English Language Arts 30 or 33 as one of the required Grade 12-level courses. The Grade 12-level course requirements may also be met by 30-level "a" and "b" courses; e.g., Industrial Education 30a and 30b. One 36-level course (10 credits) from any occupational cluster will be accepted for students transferring from the Integrated Occupational Program to the General High School Diploma Program.

b General High School Diploma for Students Who Entered Grade 10 in the 1989-90 through to the 1993-94 School Years

General High School Diploma 1989-90 through to 1993-94

| Subject | Minimum Credits | Minimum Course(s) | Required Course | Diploma Exam |
|--|-----------------|-------------------------------|--|--------------|
| English Language Arts★ | 15 | 3 | Eng Lang Arts 30 or 33 | Yes |
| Français | 15 | 3 | Français 30 | Yes |
| Social Studies | 15 | 3 | Social Studies 30 or Social Studies 33 | Yes No |
| Mathematics★ | 8 | 2 | Not Specified | No |
| Science★ | 8 | 2 | Not Specified | No |
| Physical Education | 3 | 1 | Physical Education 10 | No |
| Career and Life Management | 3 | 1 | CALM 20 | No |
| A minimum of two Grade 12-level courses other than English Language Arts and Social Studies | 10 | 2 | | No |
| 62 Specified Credits | | 38 Unspecified Credits | | |
| <p>★ IOP students who wish to transfer to a General High School Diploma route after completing a Certificate of Achievement require a minimum of 14 credits in English Language Arts, including English Language Arts 16-26-36 and English Language Arts 30 or 33; a minimum of 8 credits in mathematics, including credits in Mathematics 13 or 24; and a minimum of 8 credits in science, including credits in Science 10 or 24. One 36-level course (10 credits) from any occupational cluster will be accepted for students transferring from the Integrated Occupational Program to the General High School Diploma Program to meet the two Grade 12-level courses requirement.</p> | | | | |

△ Clarification—
IOP Transfer Information

The General High School Diploma is awarded to a student who has earned 100 credits, subject to the following requirements:

1. English Language Arts/Français—a minimum of 15 credits, 5 of which shall be in English Language Arts 30, English Language Arts 33 or Français 30. IOP students who transfer to a General High School Diploma route require a Certificate of Achievement and a minimum of 14 credits in English Language Arts, including English Language Arts 33. Students in francophone programs may present Français 30 as a diploma requirement, but must also present either English Language Arts 30 or English Language Arts 33.
2. Social Studies—a minimum of 15 credits, including either Social Studies 30 or 33.
3. Mathematics—a minimum of 8 credits. IOP students who transfer to a General High School Diploma route after completing a Certificate of Achievement require credits in Mathematics 13 or 24.
4. Science—a minimum of 8 credits. IOP students who transfer to a General High School Diploma route after completing a Certificate of Achievement require credits in Science 10 or 24.
5. Physical Education—a minimum of 3 credits. (See page 31 for individual or class exemption criteria.)
6. Career and Life Management—a minimum of 3 credits.
7. Grade 12 courses—in addition to the requirements in 1 and 2 above, students must present a minimum of 10 credits in at least two Grade 12 courses. Students who use Français 30 as a diploma requirement must present English Language Arts 30 or 33 as one of the required Grade 12-level courses. The Grade 12-level course requirements may also be met by 30-level "a" and "b" courses; e.g., Industrial Education 30a and 30b. One 36-level course (10 credits) from any occupational cluster will be accepted for students transferring from the Integrated Occupational Program to the General High School Diploma Program to meet the two Grade 12-level courses requirement.

Advanced High School Diploma for Students Who Entered Grade 10 in the 1988-89 through to the 1991-92 School Years

Advanced High School Diploma 1988-89 through to 1991-92

| Category | Subject | Minimum Credits | Minimum Course(s) | Required Course | Diploma Exam |
|----------|---|-----------------|------------------------|--|-------------------|
| A | English Language Arts | 15 | 3 | Eng Lang Arts 30 | Yes |
| | Français | 15 | 3 | Français 30 | Yes |
| | Social Studies | 15 | 3 | Social Studies 30 | Yes |
| | Mathematics | 15 | 3 | Mathematics 30 | Yes |
| B | Science | 11 | 3 | Biology 30 or Chemistry 30 or Physics 30 | Yes Yes Yes |
| | Second Languages, Practical Arts or Fine Arts | 10 | 2 | See pages 21 and 22 for approved Category C courses. | No |
| C | Physical Education | 3 | 1 | Physical Education 10 | No |
| | Career and Life Management | 3 | 1 | CALM 20 | No |
| | 72 Specified Credits | | 28 Unspecified Credits | | |

The Advanced High School Diploma is awarded to a student who:

1. satisfies the course and credit requirements for a General High School Diploma, and
2. earns credits in English Language Arts 30/Français 30 (students in francophone programs may present Français 30 as a diploma requirement, but must also present English Language Arts 30), and
3. earns at least 15 credits in social studies, including Social Studies 30, and
4. earns at least 15 credits in mathematics, including Mathematics 30, and
5. earns at least 11 credits in science, including ONE of Biology 30, Chemistry 30 or Physics 30, and
6. earns at least 10 credits in Category C courses. (See pages 21 and 22 for approved Category C courses.)

An Award of Excellence shall be granted to a student who qualifies for the Advanced High School Diploma with not less than 65% in any one of the four required diploma examination courses, and an overall average of 80% or higher in those courses. This Award of Excellence will be noted on the student's Advanced High School Diploma.

d Advanced High School Diploma for Students Who Entered Grade 10 in the 1992-93 and 1993-94 School Years

Advanced High School Diploma 1992-93 and 1993-94

| Category | Subject | Minimum Credits | Minimum Course(s) | Required Course | Diploma Exam |
|----------------------|---|-----------------|------------------------|---|--------------------------|
| A | English Language Arts | 15 | 3 | Eng Lang Arts 30 | Yes |
| | Français | 15 | 3 | Français 30 | Yes |
| | Social Studies | 15 | 3 | Social Studies 30 | Yes |
| | Mathematics | 15 | 3 | Mathematics 30 | Yes |
| B | Science | 15 | 3 | Science 30 or Biology 30 or Chemistry 30 or Physics 30 | Yes Yes Yes Yes |
| | Second Languages, Practical Arts or Fine Arts | 10 | 2 | See pages 21 and 22 for approved Category C courses | No |
| | Physical Education | 3 | 1 | Physical Education 10 | No |
| | Career and Life Management | 3 | 1 | CALM 20 | No |
| 76 Specified Credits | | | 24 Unspecified Credits | | |

The Advanced High School Diploma is awarded to a student who:

1. satisfies the course and credit requirements for a General High School Diploma, and
2. earns credits in English Language Arts 30 or Français 30, and
3. earns at least 15 credits in social studies, including Social Studies 30, and
4. earns at least 15 credits in mathematics, including Mathematics 30, and
5. earns at least 15 credits in science, including ONE of Science 30, Biology 30, Chemistry 30 or Physics 30, and
6. earns at least 10 credits in Category C courses. (See pages 21 and 22 for approved Category C courses.)

An Award of Excellence shall be granted to a student who qualifies for the Advanced High School Diploma with not less than 65% in any one of the four required diploma examination courses, and an overall average of 80% or higher in those courses. This Award of Excellence will be noted on the student's Advanced High School Diploma.

e Certificate of Achievement for Students Who Entered Grade 10 in the 1990-91 through to the 1993-94 School Years

Certificate of Achievement 1990-91 through to 1993-94

As of September 1990-91, students may earn credits toward the Certificate of Achievement. A Certificate of Achievement will be awarded to successful graduates of the Integrated Occupational Program as of June 1993. At the end of the 1990-91 school year, the first Integrated Occupational Program Certificates of Achievement were awarded to graduates from schools that field validated the program. To qualify for a Certificate of Achievement, students must earn a minimum of 80 credits, 67 of which are to be specified credits as follows:

| Subject | Minimum Credits | Minimum Course(s) | Eligible Courses and Credits ^① | Diploma Exam |
|---|-----------------|-------------------|---|------------------------|
| English Language Arts | 9 | 3 | Eng Lang Arts 16(3) 26(3) 36(3) or Eng Lang Arts 16(3) 26(3) 23(5) | No |
| Social Studies | 6 | 2 | Social Studies 16(3) 26(3) or Social Studies 13(5) | No |
| Mathematics | 3 | 1 | Mathematics 16(3) or Mathematics 14(5) | No |
| Science | 3 | 1 | Science 16(3) or Science 14(5) | No |
| Physical Education ^② | 3 | 1 | Physical Education 10(3,4,5) | No |
| Career and Life Management | 3 | 1 | CALM 20(3,4,5) | No |
| Courses selected from the Occupational Clusters ^③ | 40 | 2 | Occupational Courses 16-level - minimum of 10 credits | No |
| ● Agribusiness ● Business and Office Operations ● Construction and Fabrication ● Creative Arts ● Natural Resources ● Personal and Public Services ● Tourism and Hospitality ● Transportation | | 2 | 26-level - minimum of 20 credits | |
| | | 1 | 36-level - minimum of 10 credits | |
| | | | | |
| | | | 67 Specified Credits | 13 Unspecified Credits |

① Credits are indicated in parentheses.

② Physical Education—a minimum of 3 credits. (See page 31 for individual or class exemption criteria.)

③ One 36-level course (10 credits) from any occupational cluster will be accepted for students transferring from the Integrated Occupational Program to the General High School Diploma Program to meet the two Grade 12-level courses requirement.

4 Courses Eligible for Category C

The purpose of Category C is to ensure that students in the Advanced High School Diploma route have an opportunity to extend and refine their intellectual and practical skills in areas of learning not part of the core program. Category C was defined in the **Secondary Education in Alberta** policy statement (1985) and revised in June 1989. Courses identified as eligible for Category C fall within practical arts, career and technology studies, fine arts, physical education and second languages, and are courses that:

- have defined content (special projects and work experience are therefore excluded)
- offer the opportunity to expand personal interests, abilities or career aspirations
- broaden students' learning beyond that encompassed by Categories A and B (courses required by either of the A and B categories are therefore excluded). Category A and Category B courses are specified in the Advanced High School Diploma charts provided on pages 18 and 19.

The Category C requirement, and its revisions as distributed in June 1989 and reflected here, apply to Advanced High School Diploma students entering Grade 10 as of the 1988-89 school year.

Students must earn at least 10 Category C credits for an Advanced High School Diploma.

△ Clarification

Courses may be selected from the 10, 20 or 30 levels. Students are not required to earn credits in an approved course sequence that culminates at the Grade 12 level.

The following courses are eligible to meet Category C requirement.

a Business Education

Accounting 10-20-30
Basic Business 20-30
Business Calculations 20
Business Communications 20
Business Education 10-20-30
Computer Literacy 10
Computer Processing 10-20-30
Dicta Typing 20

Law 20-30
Marketing 20-30
Office Procedures 20-30
Record Keeping 10
Shorthand 20-30
Typewriting 10-20-30
Word Processing 30

b Career and Technology Studies

Enterprise and Innovation
Tourism Studies

△ New Section

c Fine Arts

△ Courses Added

Art 10-20-30
Art 11-21-31
Choral Music 10-20-30

Drama 10-20-30
General Music 10-20-30
Instrumental Music 10-20-30

| | | |
|----------|---|--|
| d | Home Economics | Clothing and Textiles 10-20-30 Food Studies 10-20-30 Personal Living Skills 10-20-30 |
| e | Industrial Education | Auto Body 12-22-32 Automotives 22-32 Beauty Culture 12-22-32 Building Construction 12-22-32 Drafting 10-20 Drafting 12-22-32 Electricity 22-32 Electricity-Electronics 12 Electronics 22-32 Food Preparation 12-22-32 Graphic Arts 22-32 Health Services 12-22-32 Horticulture 12-22-32 Industrial Education 10-20-30 Machine Shop 12-22-32 Mechanics 12 Piping 12-22-32 Production Science 30 Related Mechanics 22-32 Sheet Metal 12-22-32 Visual Communications 12-22-32 Welding 12-22-32 |
| f | Physical Education | Physical Education 20-30 |
| g | Second Languages | Blackfoot Language and Culture 10-20-30 Cree Language and Culture 10-20-30 English Language Arts 10-20-30 ^① French 10-20-30 French 10S-20S-30S French 10N-20N-30N French Language Arts 10-20-30 German 10-20-30-31 Italian 10-20-30 Latin 10-20-30 Spanish 10-20-30 Ukrainian 10-20-30 Ukrainian 10S-20S-30S Ukrainian Language Arts 10-20-30 |
| | Δ Courses Added | <p>^① Students in francophone programs may present Français 30 as a Category A diploma requirement. For these students, the Category C requirement is English Language Arts 10-20-30. French immersion students may apply French Language Arts 10-20-30 toward the Category C requirement.</p> |
| h | Locally Developed and Authorized Courses for Category C Status | <p>Locally developed and authorized courses in languages other than English, the practical arts, the fine arts, and career and technology studies may be accepted for Category C status.</p> |
| | | <p>Requests for Category C designation for locally developed and authorized courses in fine arts, practical arts, career and technology studies, and for languages other than English, shall be submitted to the Curriculum Branch. Submissions should be received before May 31 for implementation in the first semester of the following school year, or by December 31 for implementation in the second semester of the same school year.</p> |
| | | <p>In developing/acquiring instructional materials, the local school authority should take into account such development or selection criteria as curriculum fit, criteria for promoting tolerance and understanding, appropriateness for child developmental levels, and criteria for instructional design.</p> |

For additional information, refer to the **Locally Developed and Authorized Senior High School Courses** policy in the **Alberta Education Policy Manual**, available from the **Learning Resources Distributing Centre, 12360 - 142 Street, Edmonton, Alberta, T5L 4X9** (Telephone 427-2767, Fax 422-9750).

Programming



PROGRAMMING:

Senior High School Programming



1 School Organization

School jurisdictions are to develop methods of school organization that best meet the needs of their students. For instance, jurisdictions are encouraged to adopt alternatives to the current Carnegie Unit organizational model where the alternatives are in the best interests of individual students.

Any method of delivery must ensure that each student has access to at least 25 hours of instruction per high school credit for courses other than a 3-credit course. For a 3-credit course, a student shall have access to at least 62.5 hours of instruction.

Schools are required to ensure that students have access to 1000 hours of instruction per year.

Instructional time includes time scheduled for purposes of instruction, examinations, and other student activities where direct student-teacher interaction and supervision are maintained.

Instructional time does not include: teachers' convention, professional development days, parent-teacher interview days, teachers' planning days, staff meetings, statutory and local school authority-declared holidays, lunch breaks, breaks between classes, class periods for the registration of students and extra-curricular activities.

When methods of delivery of the required course content vary from the time-credit model of organization, the method shall ensure that the student may successfully meet local or provincial evaluation criteria. Any alternative method of organization shall be indicated under "special circumstances" on the School Program Plan form and be approved by Alberta Education.

A credit at the high school level represents course-specific knowledge, skills and attitudes. Most students can achieve a credit with approximately 25 hours of instruction. It is recognized some

△ Clarification

students can acquire the knowledge, skills and attitudes specified for a credit in a course of studies in less than 25 hours, while others will require more time.

2 Program Organization

Priority should be given to offering a high school program that enables students to:

- meet diploma requirements (see pages 16 to 20)
- earn a minimum of 100 credits in three years
- enter post-secondary institutions or seek employment
- have some opportunity to take complementary courses.

3 Attendance

Attendance at school is compulsory for eligible students who, as of September 1, are 6 years of age or older and are younger than age 16 [School Act, section 8(1)]. Section 44(3)(b) of the School Act allows local school authorities to make rules respecting the attendance of students at school. Section 7(b) sets out expectations for student conduct regarding attendance at school.

4 Numbering Systems of High School Courses

Δ New Information

Alberta Education is in the process of developing a levels-organized curricular structure. The academic rigour of courses within this structure will be communicated in a different manner than in the past.

The present course number system no longer fully reflects the nature and academic rigour of courses.

5 Percentages and Letter Grading

Marks shall be submitted to Alberta Education in percentages.

Evaluations of course work completed outside of Alberta in schools recognized by the Minister shall, whenever possible, be reported in percentages that conform to the Alberta range scale. The Alberta scale is:

| Percentage Range Scale | Letter Grading |
|------------------------|----------------|
| 80 – 100 | A |
| 65 – 79 | B |
| 50 – 64 | C |
| 0 – 49 | F |

The Alexander Rutherford Scholarships for High School Achievement requires achievement in completed courses and evaluations to be reported in percentages. Subjects in which achievement is reported by letter grade will not be considered in the calculation of averages by the scholarship fund administrators. For additional information, contact The Office of the Alberta Heritage Scholarship Fund, 9th Floor, Baker Centre, 10025 – 106 Street, Edmonton, Alberta, T5J 4P9 (Telephone 427-8640, Fax 422-4516).

6 Extension Programs

Extension programs in senior high education may be offered by boards, accredited private schools, Alberta vocational colleges, and private and public colleges. School extension programs include:

- day extension or continuing education programs for those 20 years of age or over, in regular high school programs
- day extension for adults in adult high school programs
- evening Grades 10-12 level adult education programs
- summer school Grades 1-12 level education programs.

Δ New Information

Local school authorities or schools shall submit a separate School Program Plan form for each of these extension programs.

Further information is provided in the **Alberta Education Policy Manual** (Policy Number: 02-01-05).

The requirements noted in this handbook apply to all schools offering senior high school extension courses for credit, with the exception that all senior high school extension courses shall allow access to instruction of:

- at least 13 hours per credit
- at least 32.5 hours for 3 credits.

Those local school authorities, centres or institutions that operated extension programs during the preceding school year will receive the information and materials required for the continued operation of such programs. Those that did not operate extension programs during the preceding school year, but wish to do so, may obtain the required information from the appropriate **Director, Regional Office of Alberta Education**.

PROGRAMMING:

Information Regarding Various Courses and Programs



1 Additional Course Information

a Agriculture 10-20-30

No provincial program of studies is available for Agriculture 10, 20 and 30. These courses may be developed as extensions of the complementary junior high Agriculture: Land and Life courses.

This series of courses is NOT acceptable for meeting the science requirement of the General High School Diploma, Advanced High School Diploma or the Certificate of Achievement.

b Career and Life Management (CALM) 20

CALM 20, as all other courses, may be taken by senior high school students in their Grade 10, 11 or 12 years.

Principals may wish to consider the option of having students take CALM 20 in either their Grade 10 or 12 years for students planning to take three sciences as well as a Fine Arts or Career and Technology Studies course in Grade 11.

c Career and Technology Studies

Δ New Section

Career and Technology Studies (CTS) is a new program being phased into junior and senior high schools from 1992 to 1997. CTS will be a results-based curriculum with an integrated structure that provides increased opportunity for schools to offer programs to meet the needs of students. The program restructures and expands on the present junior and senior high school business education, home economics, industrial arts, vocational education, driver education and work experience courses. After 1997, the present practical arts courses will be phased out.

CTS is organized into 24 strands. Courses from two strands, Enterprise and Innovation, and Tourism Studies are available for

optional implementation in the 1993-94 school year. Courses from the remaining strands are scheduled for provincial implementation as follows:

1994-95 School Year

Food Studies
Legal Studies
Communication Technology
Management and Marketing
Financial Management
Information Processing
Design Studies
Construction Technologies
Agriculture
Energy and Mineral Resources
Forestry
Wildlife
Work Experience

1995-96 School Year

Cosmetology
Fabrication Studies
Mechanics
Transportation of Goods and People

1996-97 School Year

Health Sciences
Family Studies
Living Environments
Fashion and Design
Electronics

The courses are made up of modules. Procedures and guidelines on how schools will register students and report their achievement are being finalized.

d

Challenge Programs (International Baccalaureate Program, Advanced Placement Program and Locally Developed and Authorized Courses)

Schools are encouraged to challenge capable students beyond the 10-20-30 course sequences. Schools can provide this challenge through the International Baccalaureate Program, by preparing students to challenge the Advanced Placement Program examinations, or by offering locally developed and authorized courses. These programs extend the learner expectations beyond the provincial 10-20-30 course sequences.

Schools should inform students of the acceptability of International Baccalaureate courses, of the Advanced Placement Program, and locally developed and authorized courses for credit and/or advanced placement by post-secondary institutions.

Schools should also inform students that these challenge programs do not replace the diploma requirements outlined on pages 16 to 20 of this handbook.

e Driver and Traffic Safety Education 10

Certificates for successful completion of Driver and Traffic Safety Education 10 are issued to students by schools offering the course. Blank certificates are available from the appropriate **Director, Regional Office of Alberta Education**.

Δ New Information and Clarification

For students to receive a certificate for insurance reduction purposes, the student must have marks of 80% or higher on the school or government examination and 75% or higher for the in-car portion of the test.

If the student does not achieve a mark of 75% on the in-car portion of the test, the student may take the road test at an Alberta Government Licensing Office. When the student passes the road test, the student may forward the information to the local **Regional Office of Alberta Education** and a certificate will be issued.

Driver and Traffic Safety Education 10 will consist of at least:

- 30 hours of classroom instruction
- 10 hours of observation of in-car practice
- 10 hours of behind-the-wheel practice.

Classroom instruction must be conducted by a certificated teacher. In-car observation and behind-the-wheel practice may be conducted by a certificated teacher or a non-certificated individual but must comply with the "Driver Training Regulations" under the **Highway Traffic Act**.

Please refer to Driver and Traffic Safety Education 10 in the Personal Development section of the **Program of Studies: Senior High Schools**, for further information.

f Industrial Education

A student wishing to establish a prerequisite to a 22-level course shall take 5 credits in one of the following:

- a. four modules from related Industrial Education 10-20-30 courses, or
- b. a 12- or 15-level course in the appropriate vocational program, or
- c. Practical Arts 15a or 15b. (These courses are each composed of half of two related 10-, 12- or 15-level courses.)

**g Music—
Private Study**

When a student requests music credits for private study, a principal may grant 5 credits for each of Choral Music 10 or Instrumental Music 10 (but not both), Choral Music 20 or Instrumental Music 20 (but not both), Choral Music 30 or Instrumental Music 30 (but not both).

Credits for work in private music study completed in previous years may be applied to courses in advance of the student's current grade level.

If a student presents an official transcript verifying that he or she has achieved the learner expectations required for the equivalent of Grade 12 credit, the principal shall recommend the awarding of a maximum of 15 credits in music (5 each for Grade 10, Grade 11 and Grade 12), whether or not the student has documentation for all the required components for equivalent credits for Grades 10 and 11.

Similarly, if a student has achieved the learner expectations required for Grade 11 equivalency, the principal shall recommend the awarding of 10 credits in music (5 each for Grade 10 and Grade 11).

The chart on page 30 provides the information necessary for principals to recommend credits for music taken by private study.

The principal shall evaluate the documents, using an evaluation form supplied by the **Information Services Branch**. A copy of the completed evaluation form shall be forwarded to the **Information Services Branch, 11160 Jasper Avenue, Edmonton, Alberta, T5K 0L2** (Fax 427-3201). To obtain credit, students must pass both the practical and the theory components listed in the chart for that grade level.

Marks submitted by schools to Alberta Education should be calculated for each grade level as follows:

| | |
|-----------------------------------|-------------------------|
| Practical Component (Grade Level) | - 70% of mark submitted |
| Other Components (Theory) | - 30% of mark submitted |

Note: Principals shall recommend credits only on the basis of official transcripts as issued by the **Western Board of Music**, the **Royal Conservatory of Toronto**, or **Mount Royal College, Calgary**, or submitted by the student. Diplomas, photocopies of diplomas, or photocopies of transcripts are themselves insufficient for evaluation purposes.

In those instances where a student does not provide an official transcript for each lower grade level being evaluated, the principal shall report a mark of "P" or "pass", not a percentage score, when recommending the awarding of retroactive credits.

**COURSES FOR WHICH CREDITS MAY BE RECOMMENDED
FOR MUSIC TAKEN BY PRIVATE STUDY**
Revised 1993

**▲ Updated
Information**

| | | Grade 10 | Grade 11 | Grade 12 |
|----------------------------------|--|------------------------|-------------------------|------------------------|
| Western Board of Music | Singing ① | Grade 6 + Theory II | Grade 7 + Theory III | Grade 8 + Theory IV |
| | Electronic Organ, Pipe Organ, Organ | Grade 6 + Theory II | Grade 7 + Theory III | Grade 8 + Theory IV |
| | Piano, Strings ② | Grade 6 + Theory II | Grade 7 + Theory III | Grade 8 + Theory IV |
| | Woodwind, ③ Brass, ④ Percussion, Recorder | Grade 3 + Theory II | Grade 5 + Theory III | Grade 7 + Theory IV |
| Royal Conservatory of Toronto | Singing ① | Grade 6 + Theory I | Grade 7 + Theory II | Grade 8 + Theory II |
| | Piano, Strings, ② Accordion, Guitar | Grade 6 + Theory I | Grade 7 + Theory II | Grade 8 + Theory II |
| | Woodwind, ③ Brass, ④ Percussion, Recorder | Grade 4 + Theory I | Grade 6 + Theory II | Grade 8 + Theory II |
| Mount Royal College, Calgary | Singing ① | Grade 4 + Theory I | Grade 6 + Theory II | Grade 8 + Theory II |
| | Piano, Strings ② | Grade 6 + Theory I | Grade 7 + Theory II | Grade 8 + Theory II |
| | Woodwind, ③ Brass, ④ Percussion | Grade 4 + Theory I | Grade 6 + Theory II | Grade 8 + Theory II |

① All singing courses count as Choral Music 10-20-30 respectively for high school credits.
All others are to be used for Instrumental Music 10-20-30 respectively.
② Strings include violin, viola, violoncello and double bass only.
③ Woodwind includes flute, oboe, bassoon, clarinet and saxophone only.
④ Brass includes trumpet, horn (French horn), trombone, euphonium and tuba only.

h Physical Education—Exemptions

As an integral part of the well-balanced physical education program, each of its seven dimensions includes activities selected to contribute to the attainment of the learner expectations.

In the following specified circumstances, however, exemptions may be warranted from one or more dimensions of the course.

| Category | Conditions for Exemption | Procedures and Approval Process | Alternative Experiences |
|------------------------|--------------------------|---|---|
| INDIVIDUAL | Religious beliefs | <ul style="list-style-type: none">Statement in writing from parent to principal. | <ul style="list-style-type: none">When exemption is granted, alternative activities consistent with the goals and objectives of the specific dimension should be substituted where appropriate. |
| INDIVIDUAL | Medical | <ul style="list-style-type: none">Certification to principal by medical practitioner with statement of activities in which the student is not able to participate. | |
| CLASS, GRADE OR SCHOOL | Access to facilities | <ul style="list-style-type: none">Initiated by local school authority or parent.Approved by local school authority.Exemption shall be registered on the School Program Plan and approved by the Alberta Education Regional Office serving the area. | |

When a Grade 10 student is unable to meet the requirement for Physical Education 10 for medical reasons, every effort should be made to meet this requirement in Grades 11 or 12.

Δ Submission Deadline Added

Notice of a student's exemption from Physical Education 10 must be reported by the principal, in writing, to the **Information Services Branch, 11160 Jasper Avenue, Edmonton, Alberta, T5K 0L2** (Fax 427-3201), by April 30 in the year of the student's anticipated graduation.

Students exempted from the Physical Education 10 requirement must still present the total number of credits required for graduation.

i Religious Studies

Religious studies may be offered at the discretion of the local school authority under section 33 of the **School Act**.

Δ Additional Information

School authorities wishing to offer locally developed religious studies courses for credit require Ministerial authorization.

For further information, see the policy on Locally Developed Religious Studies Courses in the **Alberta Education Policy Manual**, available from the **Learning Resources Distributing Centre, 12360 – 142 Street, Edmonton, Alberta, T5L 4X9** (Telephone 427-2767, Fax 422-9750).

j Science

Students who entered Grade 10 during or after the 1992-93 school year, who wish to obtain an Advanced High School Diploma, are required to take a minimum of 15 credits in science. These 15 credits must include Science 10 and one of Science 30 or Biology 30, or Chemistry 30, or Physics 30.

Students who entered Grade 10 in the 1991-92 school year will follow the 1988-89 requirements for an Advanced High School Diploma. The current 10-20-30 level courses in biology, chemistry and physics as well as their 30-level diploma examinations, will be available to these students until the end of the 1993-94 school year.

k Second Languages

Senior high school courses in second languages with a designation of "10" are intended for students beginning the study of a second language, with the exception of French as a Second Language. In the 1993-94 school year, students commencing the study of French in senior high school should be registered in French 13. Students following the six-year programs in French and Ukrainian should be registered in 10S. Students continuing with the nine-year French program in senior high school should be registered in French 10N.

Note: The six-year and nine-year programs in French as a Second Language are being phased out to be replaced by the new French as a Second Language program.

(i) Other than French

Locally developed and authorized courses in second languages other than French are also available. Please refer to the **Locally Developed and Authorized Senior High School Courses** policy in the **Alberta Education Policy Manual** or contact the **Language Services Branch, 11160 Jasper Avenue, Edmonton, Alberta, T5K 0L2** (Telephone 427-2940, Fax 422-1947) for further information.

(ii) French as a Second Language Policy

School boards shall develop, keep current, and implement written policy and procedures for French Immersion Programs and French as a Second Language courses. For more information, please see the **Alberta Education Policy Manual**.

(iii) French as a Second Language Program

The new French as a Second Language (FSL) program, being phased in starting in the 1993-94 school year, consists of nine proficiency levels: **Beginning French 1, 2 and 3, Intermediate French 4, 5 and 6 and Advanced French 7, 8 and 9.** Effective in the 1995-96 school year, the school-leaving standard for French as a Second Language (minimum standard for credit in new French 30) will be **Intermediate level 6.** The long-term objective over the next ten years is to raise the school-leaving standard for French as a Second Language (minimum standard for credit in new French 30) to **Advanced level 9.**

For students commencing French as a Second Language in senior high school, the **Beginning** levels are completed in a series of two courses: French 13 and the new French 10. For those students having completed **Beginning** level 3, the **Intermediate** levels are completed in two courses: new French 20 and new French 30. The **Advanced** levels are completed in three courses: French 31a, French 31b and French 31c.

The table shown at the top of page 33 indicates the proficiency levels along with the new French as a Second Language courses and their present approximate equivalent courses.

(iii) **French as a Second Language Program (continued)**

Δ New Information

| Proficiency Level | New Senior High FSL Course Title and Course Sequence | Current Senior High FSL Courses | | |
|-------------------|--|---------------------------------|------------|----------------|
| | | Three-year | Six-year | Nine-year |
| Beginning 1, 2 | French 13 | | | |
| Beginning 2, 3 | French 10 (New) | French 20 | | |
| Intermediate 4, 5 | French 20 (New) | French 30 | French 10S | |
| Intermediate 5, 6 | French 30 (New) | | French 20S | |
| Advanced 7 | French 31a | | French 30S | French 10N–20N |
| Advanced 8 | French 31b | | | French 20N–30N |
| Advanced 9 | French 31c | | | |

Schools offering French as a Second Language will register students in courses that correspond to their level of proficiency. For example, students having attained **Beginning** level 3 program learner expectations prior to senior high school should be registered in the new French 20. Students having attained **Intermediate** level 6 program learner expectations prior to senior high school should be registered in French 31a. The most common entry points for the **Beginning** level are Grades 1, 4, 7 and 10.

It is expected that the majority of students in Alberta will have attained **Beginning** level 1 and part of level 2 proficiency (French 13 learner expectations) prior to senior high school. Students with **Beginning** level 1 and part of level 2 proficiency would be placed in the new French 10. French 13 is available for those students who have not taken French prior to senior high school, or who do not have **Beginning** level 1 and part of level 2 proficiency. French 13 is offered as a **5-credit course** at the senior high school level to help these **Beginning** level senior high school students attain sufficient communicative language proficiency to enter into the French 10–20–30 program. French 13 cannot be used to meet **Alexander Rutherford Scholarships for High School Achievement** requirements, nor Category C course requirements, nor to obtain marks and credits through second language challenge assessments, nor for concurrent registration.

The new French as a Second Language courses are being implemented provincially according to the following schedule.

Beginning and Intermediate Level Senior High School Courses for Students Commencing French in Grade 7 or Grade 10

| Year of Provincial Implementation | Implementation of New FSL Courses | Replacing Present FSL Courses | Last School Year of Present FSL Courses |
|-----------------------------------|-----------------------------------|-------------------------------|---|
| 1993–94 | French 13 | | |
| | French 10 (New) | French 20 | 1993–94 |
| 1994–95 | French 20 (New) | French 10S, French 30 | 1994–95 |
| 1995–96 | French 30 (New) | French 20S | 1994–95 |

All new courses are available for optional implementation at least one year prior to the provincial implementation.

Note: Students who were registered in the old French 10 in the 1992–93 school year may continue with the old French 20 course in the 1993–94 school year and with the old French 30 course in the 1994–95 school year.

(iii) French as a Second Language Program (continued)

Advanced Level Senior High School Courses for Students Commencing French in Grade 4 or Earlier

| Year of Provincial Implementation | Implementation of New FSL Courses | Replacing Present FSL Courses | Last School Year of Present FSL Courses |
|-----------------------------------|-----------------------------------|-------------------------------|---|
| 1994-95 | French 31a | French 30S, 10N-20N | 1993-94 |
| 1995-96 | French 31b | French 20N-30N | 1994-95 |
| 1996-97 | French 31c | | |

All new courses are available for optional implementation at least one year prior to the provincial implementation.

(iv) Second Language Challenge Assessments

Local school authorities may implement second language challenge assessments in order to provide students with a means of receiving credits and a final mark for second language courses in which they already possess the knowledge, skills and attitudes identified in the program of studies and when it is in the students' best interests.

Δ New Information

Senior high schools are encouraged to offer challenge assessments in provincially developed language programs such as Cree, French, German, Italian, Spanish and Ukrainian as well as in approved locally developed language courses such as Arabic, Swedish, Greek, Hungarian, Polish, Portuguese, Chinese, Japanese and Hebrew in order to recognize the second language competency of their students. Challenge assessments in "10-", "20-", "30-" and "15-", "25-", "35"-level courses will give students access to the course marks they need to meet scholarship and post-secondary institution requirements.

School authorities wishing to use the approved locally developed courses of others shall obtain permission from the originating school authority prior to authorizing the course.

The second language challenge assessments must **reflect the full range of knowledge and skills of the programs of study** in the specific courses, including a balanced assessment of listening, reading, speaking and writing.

A student who successfully completes a second language challenge assessment will receive 5 credits and a final mark in the specific course assessed and is eligible for credits for waived prerequisite courses.

On the School Program Plan form, the principal shall identify the courses in which challenge assessments will be provided.

For further information, please refer to the policy on **Locally Developed and Authorized Senior High School Courses** in the **Alberta Education Policy Manual** or contact the **Language Services Branch, 11160 Jasper Avenue, Edmonton, Alberta, T5K 0L2** (Telephone 427-2940, Fax 422-1947).

(v) Concurrent Registration Provision in Languages Other than English

The purpose of the concurrent registration provision is to encourage students to register in higher-level second language courses and at the same time give them access to the course marks they need to meet scholarship and post-secondary institution requirements. Under this provision, students may register in two second language courses at the same time: a higher-level course and a lower-level course.

Δ New Information

For example, a student enrolled at the "10" level may register in one of: French 10S, French 10N, French 31a, French Language Arts 10, *Français* 10; and French 10. The same pattern of registration normally applies at the "20" and "30" levels, as indicated in the following chart.

| Higher-level Courses | Lower-level Course |
|---|--------------------|
| French 10S, 10N, 31a, French Language Arts 10, <i>Français</i> 10 | French 10 (New) |
| French 20S, 20N, 31b, French Language Arts 20, <i>Français</i> 20 | French 20 |
| French 30S, 30N, 31c, French Language Arts 30, <i>Français</i> 30 | French 30 |

Note: Other combinations of courses may be used in concurrent registration arrangements, provided they respect the principle of registration in a higher-level course concurrent with a lower-level course. To illustrate, a student may register concurrently in one of: French 20N, French Language Arts 20, *Français* 20; and French 30.

△ New Information

A student may not register concurrently in French 20S and the new French 30, or in French 10S and the new French 20, as these course combinations are at the same level of proficiency. Refer to the table at the top of page 33.

Students registering concurrently in two language courses are eligible for a final mark in both courses and for 5 credits in the higher-level course only. There is one exception: **students registered in two "30-" level courses are eligible to receive a final mark in both courses and credits in both courses.** The purpose of this exception is to give students an incentive to challenge themselves and to work toward the completion of higher-level courses.

Students may receive up to 20 credits through the concurrent registration provision. Waived prerequisite course credits do not apply to lower-level courses (French 10-20-30) in concurrent registration.

Local school authorities who choose concurrent registration need to develop a system for evaluating student achievement in both the higher-level courses and French 10-20-30 (the lower-level courses). The student evaluation procedures must **reflect the full range of knowledge and skills of the programs of study** in the specific courses, including a balanced assessment of listening, reading, speaking and writing.

Concurrent registration provisions apply to all senior high school students registered in language courses other than English, such as French, German and Ukrainian, and other language programs that have higher-level and lower-level course sequences.

△ New Information

The provision for concurrent registration is under review.

For further information on these programs, please contact the **Language Services Branch, 11160 Jasper Avenue, Edmonton, Alberta, T5K 0L2** (Telephone 427-2940, Fax 422-1947) or your local **Regional Office of Alberta Education**.

(vi) **Credits for French 30**

Δ **New Information**

The provision allowing principals to recommend credit in French 30 for students who have successfully completed one of French 20S, French 20N or French Language Arts 20 has been replaced by challenge assessments and concurrent registration. For example, students registered in French 20N may register concurrently in French 30 or challenge the French 30 course.

(vii) **Credits for Waived Prerequisite Courses**

Δ **New Information**

A principal may waive a prerequisite course if an individual student possesses the knowledge, skills and attitudes identified in the waived course or program of studies. Upon successful completion of the next or higher ranking high school course in that sequence the principal will report, in writing, the waived course or courses to the **Information Services Branch, 11160 Jasper Avenue, Edmonton, Alberta, T5K 0L2** (Fax 427-3201). Credits will then be granted for the waived prerequisite course or courses and a "P" or "pass" will be recorded on the student's record and transcript.

For example, a student who is waived into French 30, and successfully completes the course, is eligible for waived credits in French 10 and French 20. A student who is waived into French 31a, and successfully completes the course, is eligible for waived credits in French 30, 20 and 10; that is, for preceding courses in the same course sequence. There is only one course sequence in the new French as a Second Language program, as illustrated in the first table on page 33. Waived prerequisite course credits do not apply to the lower-level courses (French 10-20-30) in concurrent registration.

A student successfully completing a second language challenge assessment in French 30 is eligible for waived prerequisite credits in French 20 and French 10, and for 5 credits and a final mark in French 30.

(viii) **Number of Senior High School Credits in Second Languages**

Δ **New Information**

Senior high school students in Alberta are encouraged to take a wide range of courses. In keeping with this principle, **no more than 25 credits may be presented in any one second language for senior high school diploma purposes**. However, for purposes other than the senior high school diploma, such as preparation for the workplace, **students may earn any number of credits in each second language**.

(ix) **Junior High School French as a Second Language Programs**

Δ **New Information**

After having successfully completed the **Beginning** and **Intermediate** proficiency levels, junior high school students may be offered the subsequent **Advanced** proficiency level senior high school French as a Second Language courses for credit purposes: French 31a-31b-31c.

Δ **New Information**

The new French 13, 10, 20 and 30 will not be offered for "credit" in junior high school. These courses are equivalent to **Beginning** levels 1, 2, 3 and **Intermediate** levels 4, 5, 6, which are available as junior high school programs. Students completing the **Beginning** levels 1, 2 and 3 and **Intermediate** levels 4, 5, 6 prior to senior high school may challenge French 10, 20 and 30 in senior high school and obtain 5 credits and a final mark for each course successfully challenged. Further information on Senior High School Credits for Students in Junior High School is provided on pages 70 and 71.

1 Social Sciences

Though none of the social science options has been designated as a 10-level course, principals may allow Grade 10 students to enroll in any of the 20-level social science options. Similarly, principals may allow Grade 11 students to enroll in 30-level social science courses.

Some faculties will accept two 30-level social science courses for purposes of university entrance. Principals or counsellors are encouraged to consult university calendars and contact pertinent faculties before advising students to include such courses in their programs.

Note: Law 20 and Law 30 are business education courses, not social science courses.

For students who entered Grade 10 as of September 1988, social science courses will not be accepted as substitutes for social studies credit requirements.

m Social Studies

Δ Updated Information

For students who entered Grade 10 before September 1988:

- Social science courses may be applied toward the social studies credits required for graduation.
- High school requirements may be satisfied by successfully completing Social Studies 10 or 13 and Social Studies 20 or 23, or by taking Social Studies 10 or 13 and credits in a minimum of two social science courses.
- Social Studies 20 is the preferred prerequisite for Social Studies 30.

n Work Experience (Cooperative Education)

Δ New Section— Credits for Cooperative Education

Cooperative Education is a program that provides funding for educational institutions to develop or expand provincially-approved programs linking school-based and work experience programs. The federal government is making the Cooperative Education option available to local school authorities and accredited private schools under the Job Entry section of the Canadian Jobs Strategy Program. For further information on Cooperative Education and application forms, contact your local **Regional Office of Alberta Education**.

In order for a student to gain the 200 hours per year for Cooperative Education, as outlined by the federal government, the following new Work Experience courses have been created.

| | |
|---|------------|
| Work Experience 15a (Cooperative Education) | 10 credits |
| Work Experience 25a (Cooperative Education) | 10 credits |
| Work Experience 35a (Cooperative Education) | 10 credits |

Schools should provide time within the structure of these courses to allow for in-school follow-up.

These course names will remain in effect as long as the federal government funding initiative is available to local school authorities.

o Locally Developed and Authorized Senior High School Courses

Δ Updated Information

Alberta Education supports the local development and authorization of senior high school courses to further develop and cultivate the unique interests and abilities of students, to foster educational improvement and excellence through innovation at the local level, and to meet the unique needs of a local community.

Instruction in a locally developed course being offered for credit should not commence without the prior approval of the local school authority.

Local school authorities shall forward all completed authorizations of credit courses (including second language courses) to the Director, Curriculum Branch by May 31 for implementation in the first semester of the following school year, or by December 31 for implementation in the second semester of the same school year. Alberta Education will keep these on file and also place them in a locally developed courses data base.

All school authorities wishing to continue offering a locally authorized course shall reauthorize their locally developed courses or programs every three years.

The local school authority will inform the Director, Curriculum Branch of all locally developed course reauthorizations (including second language courses). The new board motion for these reauthorizations will also be forwarded to the Director, Curriculum Branch for all courses (including second language courses).

For further information on changes to the Locally Developed and Authorized Senior High School Courses policy, please refer to the Alberta Education Policy Manual.

Local school authorities offering the International Baccalaureate program are permitted to develop and authorize these courses. Only those schools offering the International Baccalaureate program are permitted to use these courses.

Local school authorities will continue to submit documentation to the Director, Curriculum Branch for the approval of the Registered Apprenticeship Program.

Local school authorities who require the authorization or reauthorization of religious studies courses will continue to follow the Locally Developed Religious Studies Courses policy (Document Number 05-07-03). A description of each course as outlined in point 5 of the Procedures Section of the Locally Developed and Authorized Senior High School Courses policy will be forwarded to the Director, Curriculum Branch.

School authorities wishing to offer locally developed religious studies courses for credit should refer to the Locally Developed Religious Studies Courses policy contained in the Alberta Education Policy Manual. These courses will continue to require Ministerial authorization.

For a listing of locally developed and authorized senior high school courses, refer to Appendix III of this handbook.

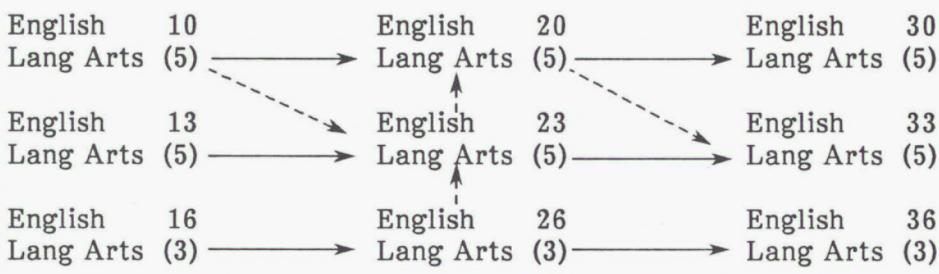
2 Recommended Transfer Points

Provincially developed programs are designed to accommodate transfer between course sequences at particular points. The following transfer points are **recommended**; however, special circumstances may warrant student transfer at other points in the curriculum.

The local school authority shall have a policy that states clearly the criteria to be met by a student who wishes to change program routes.

a English Language Arts Program Recommended Transfer Points

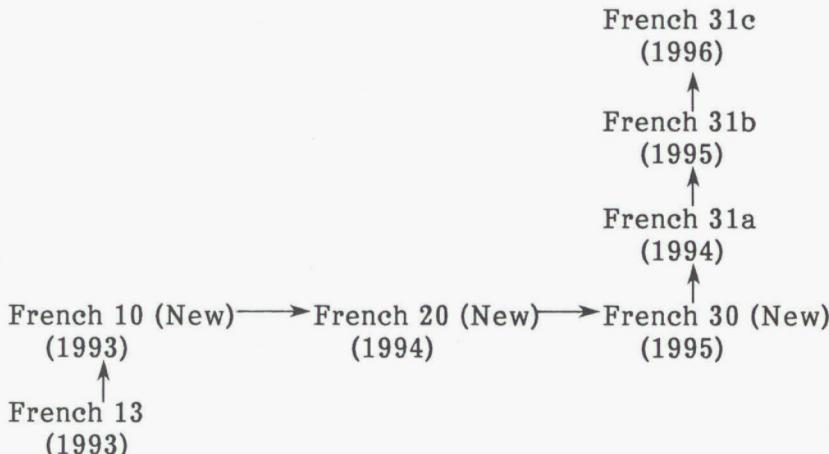
Additional Information



Note: English Language Arts 30 and 33 may be taken in the same semester.

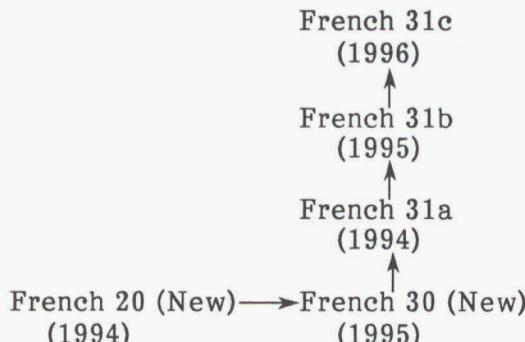
b French as a Second Language Program Recommended Transfer Points

(i) For Students Commencing French in Senior High School



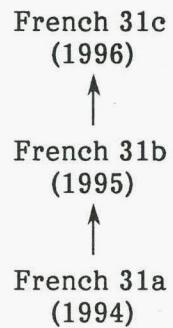
Note: The implementation year is indicated in parentheses.

(ii) For Students Who Have Completed the Beginning Level Prior to Grade 10



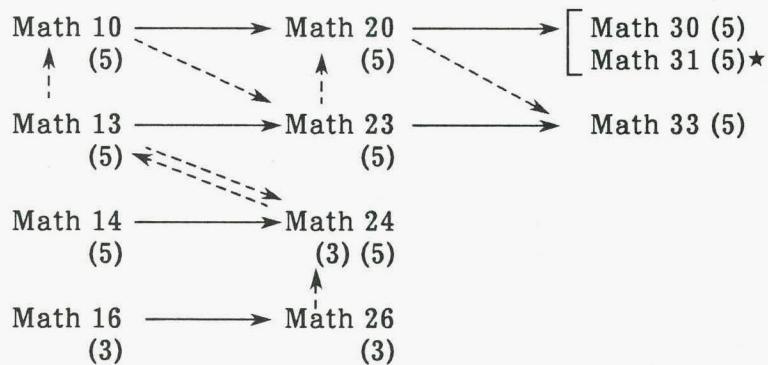
Note: The implementation year is indicated in parentheses.

(iii) For Students Who Have Completed the Beginning and Intermediate Levels Prior to Grade 10



Note: The implementation year is indicated in parentheses.

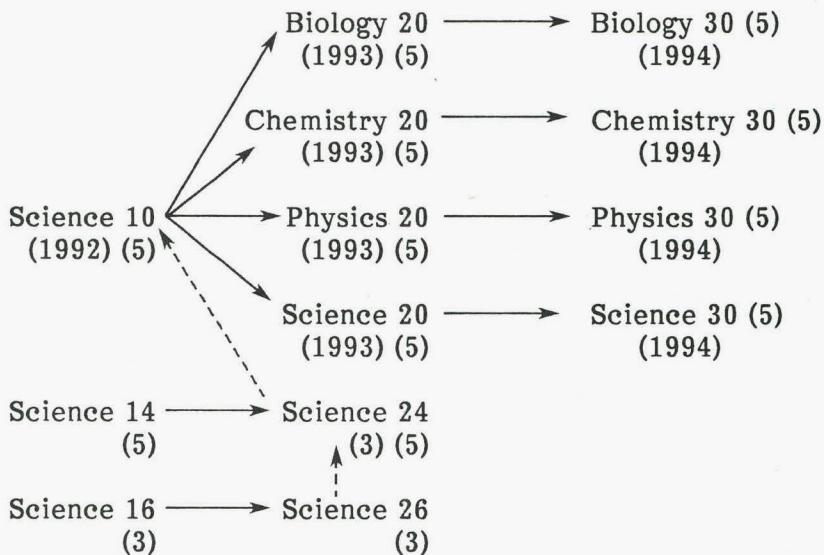
c Mathematics Program Recommended Transfer Points



★ Mathematics 30 is the corequisite for Mathematics 31.

Note: Mathematics 30 and 33 may be taken in the same semester.

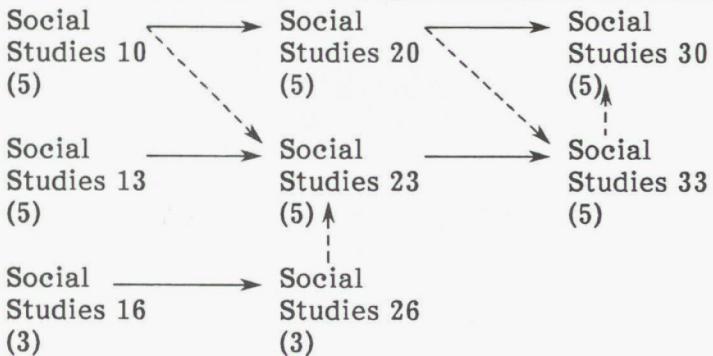
d Science Program Recommended Transfer Points



Δ Additional Information

Note: The implementation year is indicated in parentheses.

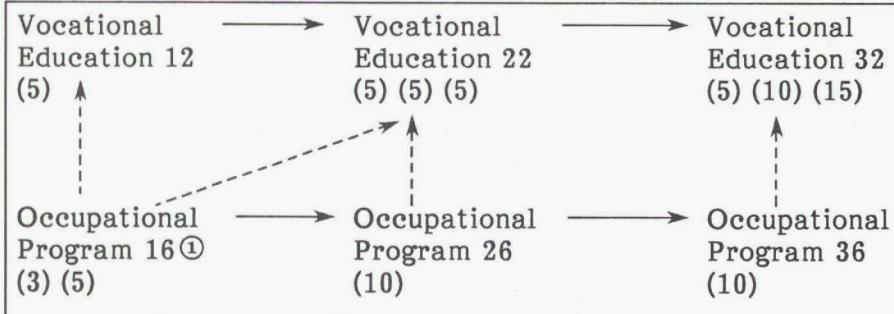
e Social Studies Program Recommended Transfer Points



Δ Additional Information

Note: Social Studies 30 and 33 may be taken in the same semester.

f Occupational Program to Vocational Education Recommended Transfer Points



① Transfer from a 16-level occupational course directly to a 22-level vocational education course may be considered where there is course equivalency.

Administrators may refer to the **Integrated Occupational Program Information Manual for Administrators, Counsellors and Teachers** (1991) for further information regarding student transfer to the General High School Diploma route. The manual is available from the **Learning Resources Distributing Centre, 12360 - 142 Street, Edmonton, Alberta, T5L 4X9** (Telephone 427-2767, Fax 422-9750).

3 Instruction in Languages Other than English

a Francophone Program

Section 5 of the **School Act** states that where individuals have rights under section 23 of the **Canadian Charter of Rights and Freedoms** to have their children receive instruction in French, their children are entitled to receive that instruction in accordance with those rights wherever in the province those rights apply. Such students will be referred to elsewhere in this handbook as "students attending francophone programs or schools". School jurisdictions should consult the **Language Education Policy for Alberta** (1988) and the **Alberta Education Policy Manual**. For further information, please contact the **Language Services Branch, 11160 Jasper Avenue, Edmonton, Alberta, T5K 0L2** (Telephone 427-2940, Fax 422-1947).

b Immersion Program

According to section 6 of the **School Act**, a board may authorize the use of French or any other language as a language of instruction. School jurisdictions are asked to consult the **Language Education Policy for Alberta** (1988), as well as the **French Language Immersion Regulation** and the **Languages Other than English or French Regulation** contained in the **Alberta Education Policy Manual**. Additional information is available from the **Language Services Branch, 11160 Jasper Avenue, Edmonton, Alberta, T5K 0L2** (Telephone 427-2940, Fax 422-1947).

4 Academic–Occupational Program

The Academic–Occupational Program is no longer available. Please refer to the Integrated Occupational Program section for related information.

5 Integrated Occupational Program

The Integrated Occupational Program (IOP) is a five-year program that begins in the eighth year of schooling and continues through the twelfth year of schooling. Most students entering the senior high IOP will have completed the junior high program. However, students may enter the Integrated Occupational Program in their Grade 10 year.

Δ Student Eligibility

The following criteria have been established which, taken together, may help determine students' eligibility for the Integrated Occupational Program.

- **Age**—Students must be 12 years and six months of age or older as of September 1 (upon entering Grade 8 of the program).
- **Achievement**—Candidates for the Integrated Occupational Program have a range of abilities and interests. They demonstrate reading, writing, computational and other levels of achievement below those of their age peers. The differences in their achievement tend to make it difficult for them to experience success in a diploma program.
- **Related Factors**—Some of the factors that should be considered are: behaviour, motivation, emotional makeup, psychomotor coordination, work habits, attendance, persistence, etc.
- **Learning Styles**—Candidates will benefit from concrete learning experiences.

The Integrated Occupational Program is available to students in Grades 8, 9, 10, 11 and 12 in jurisdictions that choose to offer the program. Certificates of Achievement will be awarded to successful graduates of the Integrated Occupational Program.

The program is intended for students who require an integrated program that enhances their academic and occupational competencies and their ability to enter into employment and/or continuing education and training. The academic courses focus on the development of knowledge, skills and attitudes necessary for everyday living at home, in their community and on the job. These courses help students to improve their capabilities in communication, computation and social relationships. The occupational courses provide students with the opportunity to

apply the concepts, skills and attitudes developed in academic courses and, at the same time, prepare them for entry-level job opportunities in eight occupational clusters.

The eight occupational clusters are: **agribusiness, business and office operations, construction and fabrication, creative arts, natural resources, personal and public services, tourism and hospitality, and transportation.** Community partnership is integral to all IOP courses. (See pages 46 and 47, Community Partnerships/Work Experience Programs.)

Although academic courses in the Integrated Occupational Program are designated 3-credit courses, schools are encouraged to provide more instructional time than would normally be allocated for a 3-credit course, if this would help to ensure student success.

Some students in the Integrated Occupational Program may wish to transfer to the General High School Diploma route. Should this transfer occur, 10 credits in a 36-level course from any occupational cluster will satisfy the two Grade 12 course requirements for the General High School Diploma. Students who transfer to the General High School Diploma route must satisfy the requirements as shown on pages 16 and 17. Within the senior high school Integrated Occupational Program, transfer may occur following completion of 26-level courses. For the recommended transfer pattern to the General High School Diploma, see pages 39 to 41.

To qualify for funding, jurisdictions must be able to demonstrate upon the request of Alberta Education that a five-year program is available to students. Agreements between jurisdictions are possible to fulfill this requirement. For example, one jurisdiction may offer the junior high portion of the program, while another jurisdiction offers the senior high portion. Information on funding is provided in the **School Grants Manual**, which is available through your local school authority.

Further information is provided in the **Integrated Occupational Program Information Manual for Administrators, Counsellors and Teachers** (1991), and the **Alberta Education Policy Manual**, available from the **Learning Resources Distributing Centre, 12360 - 142 Street, Edmonton, Alberta, T5L 4X9** (Telephone 427-2767, Fax 422-9750).

6 Special Education

Alberta Education makes special provision for the education of exceptional students. Special education support is provided to help local school authorities develop programs for students with disabilities as well as programs for gifted and talented students. "Exceptional students" are those students who require a different program or an adaptation or modification to the regular school programs. Further information is provided in the **Alberta Education Policy Manual** available from the **Learning Resources Distributing Centre, 12360 - 142 Street, Edmonton, Alberta, T5L 4X9** (Telephone 427-2767, Fax 422-9750).

For further information regarding special education programs, contact an **Education Response Centre**. There are two offices, the **Education Response Centre, Edmonton, 6240 - 113 Street, Edmonton, Alberta, T6H 3L2** (Telephone 422-6326, Fax 422-2039); the **Education Response Centre, Calgary, 5139 - 14 Street SW, Calgary, Alberta, T2T 3W5** (Telephone 297-4606, Fax 297-5157); or the appropriate **Director, Regional Office of Alberta Education**.

a Program Information

Δ New Information

Provision for exceptional students is made by Alberta Education through a program of studies for special education. Curriculum guides are available in the following categories: educable mentally handicapped, trainable mentally handicapped, dependent handicapped, visually impaired and hearing impaired.

School jurisdictions are required to develop individual program plans for each exceptional student.

The following documents are available: **Behaviour Disorders in Schools: A Practical Guide to Identification, Assessment and Correction**, 1986; **Educating Gifted and Talented Students in Alberta: A Resource Manual for Teachers**, 1986; **Guidance and Counselling Services and Programs in Alberta Schools**, 1990; **Learning Disabilities: A Resource Manual for Teachers**, 1986.

The individual, unique needs of each child must be the primary focus in providing education to all students. Integration of exceptional students in regular classrooms in the neighbourhood school shall be the first option considered by school boards, in consultation with students and/or parents/guardians. Other program options should be maintained wherever possible to meet the diverse and unique needs of each student, and parents and students must have informed choice and meaningful participation in decisions about placement and programs.

Exceptional students taking curriculum courses for credit will be expected to meet those course requirements. Where an exceptional student is unable to attend school for the required hours of instruction, the superintendent shall inform the appropriate **Director, Regional Office of Alberta Education**, of the reduction and the circumstances making the reduction necessary.

Resources for Special Education and Guidance and Counselling: An Annotated List (1992) can be requested from either the **Education Response Centre, Edmonton** or **Education Response Centre, Calgary**.

b Education Response Centre

The **Education Response Centre** is the special education branch of Alberta Education. It identifies provincial special education and guidance and counselling needs, and designs initiatives to meet the needs of students with disabilities as well as the needs of students who are gifted and talented. Further, it is responsible for developing support documents, planning professional development activities, developing special education policies, planning local interagency initiatives and operating the **Alberta School for the Deaf** and the **Materials Resource Centres for the Visually Impaired**. The **Education Response Centre** also manages contracts for educational services in young offender centres and for regional assessment and consulting services for sensory multihandicapped students.

7 Special Project Credits

Special project credits are designed to recognize work undertaken by students on an individual or small group basis and should not be used as a means of offering credits for unapproved courses. Students may enroll in Special Projects 10, 20 or 30. Special Projects 20 and 30 do not have prerequisites.

a Purpose

Special project credits perform two major functions:

- a. Students become involved in the selection, planning and organization of their own programs.
- b. Students pursue activities in which they have considerable interest or ability but which are not within the scope of the regular curriculum or the programs being offered in the school.

b Procedures

Requirements for special project credits are:

- a. Each project shall be carried out under the supervision of a teacher.
- b. Students are required to submit a clearly planned proposal to the principal for approval. The proposal should include:
 - a description or outline of the project
 - the number of hours of work expected to complete the project
 - a method by which the project will be carried out
 - a description of the expected result
 - the evaluation procedures as outlined by a teacher
 - an expected completion date
 - the name of the supervising teacher.
- c. The principal shall retain a copy of each special project proposal until the project is completed.
- d. The opportunity to earn special project credits shall be available to all students, including those attending an authorized summer school.
- e. The content of the special project need not be related to a specific school subject.
- f. If a special project is related to a specific school subject, the content of the project shall be distinct from and in addition to regular course requirements.

- g. Projects shall be completed and reported to the principal prior to the conclusion of the semester or full term.
- h. Where a project takes a student off campus, the provisions of the **Work Experience Education Policy** (see **Alberta Education Policy Manual**) shall apply.
- i. Special project credits may be applied toward the Advanced High School Diploma (as unspecified credits only) and to the General High School Diploma (as either specified or unspecified credits).
- j. Students who successfully complete projects are granted 3 credits for 75 hours of work or 5 credits for 125 hours of work in any one semester, or full term on the approval of the principal.
- k. School jurisdictions shall develop policies to ensure overall consistency and standardization of procedures governing special projects in their schools. Evaluation and reporting procedures should be included in the policy.

Restrictions on special projects are:

- a. Special project credits shall not be awarded for student activities that would be considered a normal part of extra-curricular or co-curricular activities generally offered by a school; e.g., school team sports, school newspaper, yearbook.
- b. In instances where a student enrolls in more than one special project, credits shall not be approved unless the projects vary substantially from year to year or demonstrate increased levels of proficiency.

8 Community Partnerships/Work Experience Programs

Work experience programs are a major component of the community partnership concept addressed in the **Secondary Education in Alberta** policy statement (1985). They involve cooperative effort between the school and community to further students' personal development, career planning, and occupational knowledge and skills. Work experience enhances a student's in-school studies with on-the-job experiential learning activities in business, industry, government and community service.

Work experience programs must have the consent of the student's parent or, in the case of a student who is 16 years of age or older, the student and the Minister (section 37 of the **School Act**).

The work experience program of studies has two major components: work study and work experience.

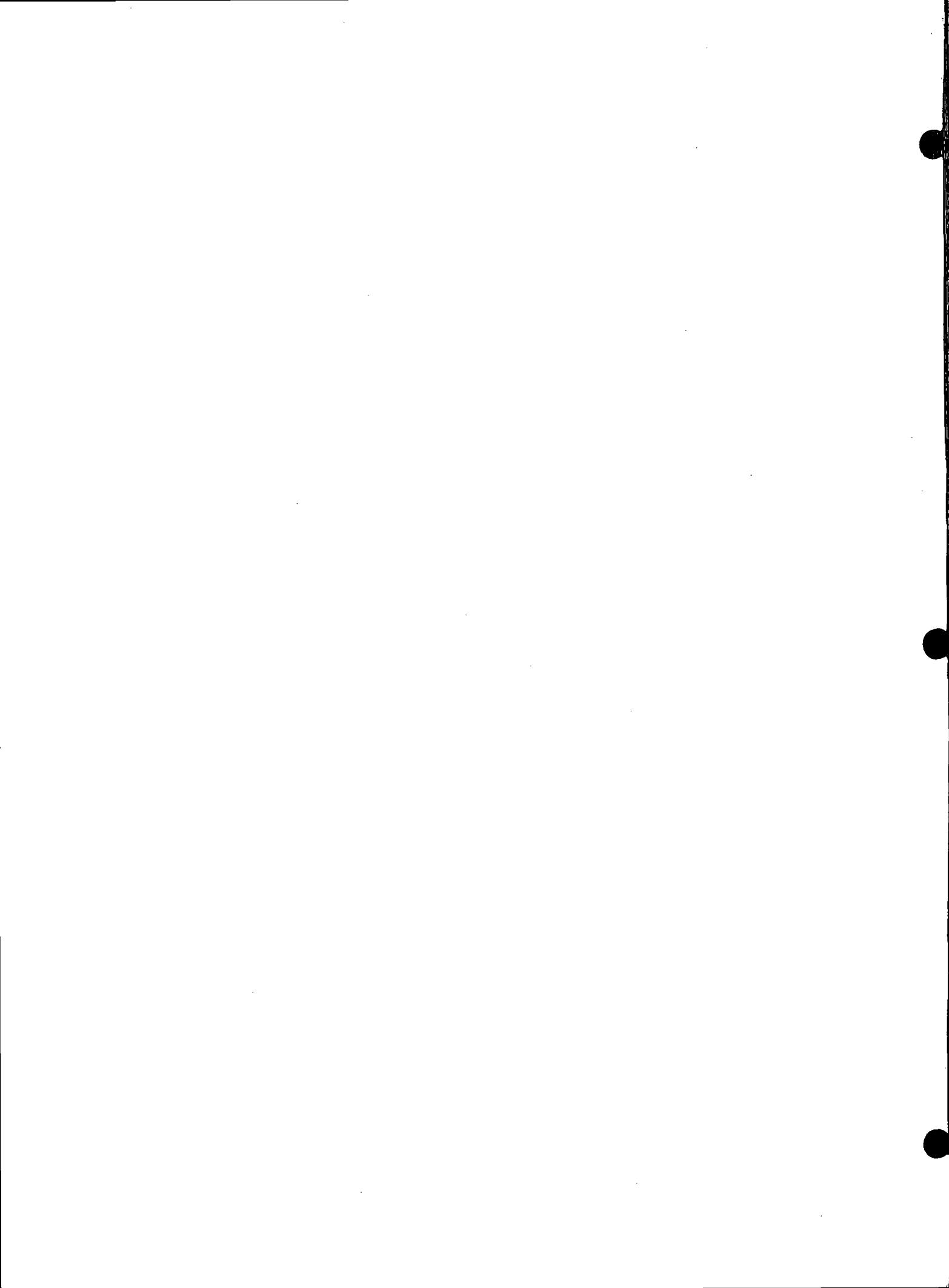
- **Work Study (integrated within a course):** experiential learning activities under the cooperative supervision of the subject area teacher coordinator and the employer, and which are undertaken by a student as an integral part of an approved school course.
- **Work Experience 15-25-35 (separate courses for credit):** courses that provide experiential learning activities undertaken by a student as an integral part of a planned school program under the cooperative supervision of a teacher coordinator and the employer.

Specific procedures and legislation about work experience programs are provided in the **Work Experience Program Teacher Resource Manual, Junior and Senior High School** (1990) and the **Alberta Education Policy Manual** available from the **Learning Resources Distributing Centre, 12360 - 142 Street, Edmonton, Alberta, T5L 4X9** (Telephone 427-2767, Fax 422-9750).

Community partnerships addressed in the Integrated Occupational Program are included in the **Integrated Occupational Program Information Manual for Administrators, Counsellors and Teachers** (1991) available from the **Learning Resources Distributing Centre, 12360 - 142 Street, Edmonton, Alberta, T5L 4X9** (Telephone 427-2767, Fax 422-9750).

Administration





ADMINISTRATION:

Governance of Education



1 The School Act

The **School Act** sets out the legal parameters that govern the education of students in the Province of Alberta. The management, operation and powers of local school authorities are specified by the **Act**.

The **School Act** gives the Minister the authority to set regulations in particular areas. Regulations provide specificity of matters for which there is regulation-making authority in the Legislation. Regulations have the force and effect of law.

Provincial policies outline Alberta Education's position on significant educational issues.

Procedures specify how a policy will be administered. They outline mandatory and discretionary activities, responsibilities and funding mechanisms.

The governance of education in Alberta is guided by the following principles:

- policies and procedures rather than rules and regulations will continue to be used for setting educational goals and directions
- the province will continue to provide consistent direction, while encouraging flexibility and local discretion at the local school authority and school level by keeping regulations to a minimum
- nothing in Alberta Education's regulations, policies or procedures can detract from the objectives and underlying principles of the **School Act**.

△ New Information

Copies of the **School Act** are available from Publication Services, 11510 Kingsway Avenue, Edmonton, Alberta, T5G 2Y5 (Telephone 427-4952, Fax 452-0668).

There is a charge for this document.

2 Regulations

The following sections provide a synopsis of regulations relevant to the operation of senior high schools. For complete regulations, refer to the **Alberta Education Regulations**. The sections of the **School Act** to which these regulations refer are noted, as well as the regulation numbers.

Copies of the **Alberta Education Regulations** are available from the **Legislative Services Branch, 11160 Jasper Avenue, Edmonton, Alberta, T5K 0L2** (Telephone 427-2041, Fax 422-6507).

a **Language of Instruction**
Section 5(2)

This regulation, still under development, addresses the right to a French language education in accordance with section 23 of the **Canadian Charter of Rights and Freedoms**.

b **French Language Immersion**
Section 6(2)
Alta. Reg. 36/89

This regulation allows a local school board to authorize a French language immersion program by passing a resolution and informing the Minister in writing.

This program is for students who wish to learn French as a Second Language. The program does not meet the full requirements of students whose parents have section 23 **Charter** rights.

Notwithstanding section 4 of the **School Act**, the amount of time French is used as the language of instruction in a senior high French immersion program shall be not less than 30 per cent of each school year.

c **Home Education Program**
Section 23(3)
Alta. Reg. 37/89

This regulation recognizes a parent's right to choose a home education program, provided that the program meets the requirements of the regulation and is under the supervision of a board.

The regulation provides parents with two alternatives with regard to supervision. They may notify their resident board of their desire to educate their child at home, or they may contact a "willing non-resident board" for supervision and notify their resident board.

Provided the parent meets all the criteria for notification in section 2 of the regulation, and the home education program meets all the requirements of section 3 of the regulation, the board shall then supervise the program. A willing non-resident board must notify the resident board, if it is supervising the program.

The regulation also provides for the termination of a home education program when the requirements of the regulation are not met.

d **Languages Other than English or French**
Section 6(2)
Alta. Reg. 38/89

This regulation allows a local school board to authorize, by resolution, a program that offers instruction in a language other than English or French, by informing the Minister in writing.

English shall be used as the language of instruction for not less than 50 per cent of the day for each student, or the equivalent amount of time in a semestered program.

A board may offer a third language course, if English is used, for not less than 35 per cent of the day, or an equivalent amount of time in a semestered program.

Section 74(2) of the **School Act** allows a local school board to employ a competent individual to teach a language or culture under the supervision of a certified teacher.

e **Private Schools**
Section 22(6)
Alta. Reg. 39/89

This regulation sets out the requirements for registered and accredited private schools.

The application for registration sets out the minimum requirements to be provided for registration and the additional requirements for accreditation.

f **Student Evaluation**
Section 25(3)(c)
Alta. Reg. 40/89

This regulation describes how provincial tests, examinations or other methods of evaluating a student's achievement are conducted. It provides for a directive to be issued outlining Alberta Education's administrative and procedural requirements for evaluating students.

The regulation also covers: security of evaluation materials; student conduct resulting in eviction or invalidation and related objection and appeal procedures; review of evaluation results and an appeal process; and ministerial use of evaluation results.

g **Student Record**
Section 18(8)
Alta. Reg. 213/89

This regulation itemizes what the student record (established and maintained by the local school board) shall and shall not contain, and the length of time a record must be retained. It also deals with access to the record.

3 The Alberta Education Policy Manual
(Provincial Policies)

The **Alberta Education Policy Manual** contains provincial policies and regulations that affect the operation of schools and has been developed for local school authorities, accredited private schools and private ECS operators, for the following purposes:

- to communicate the position of Alberta Education with regard to key policies
- to provide direction to local school authorities, private school and ECS private operators who wish to access provincial resources
- to provide local school authorities, private schools and ECS private operators with legislation, regulations, policies and procedures in one document.

The policies contained here derive from and implement both Alberta Education's philosophy and the **School Act**. They provide direction to the educational system, support the rights of students and parents, and encourage flexibility at the local level.

Δ Additional Information

The legislative and policy statements in this manual provide the framework for students, parents, communities, local school authorities, and the province to create an excellent education system.

The Alberta Education Policy Manual is available from the **Learning Resources Distributing Centre, 12360 - 142 Street, Edmonton, Alberta, T5L 4X9** (Telephone 427-2767, Fax 422-9750).

The following policies are particularly relevant to senior high school.

| | a Education Programs | Policy | Document Number |
|--|---|---|------------------------|
| | | Delivery of Basic Education and Instruction | |
| | Public and Separate Schools | 02-01-01 | |
| | Private Schools | 02-01-03 | |
| | Home Education | 02-01-04 | |
| | Extension | 02-01-05 | |
| | Native Education Projects | 02-01-06 | |
| | Controversial Issues | 02-01-07 | |
| | Distance Education | 02-01-08 | |
| | Special Education Services | | |
| | Special Education | 02-02-01 | |
| | Education and Training of Adults with | | |
| | Special Needs | 02-02-02 | |
| | Students in Institutions | 02-02-03 | |
| | Resident Students of Government | 02-02-04 | |
| | Official and Other Languages | | |
| | French as a Second Language and | | |
| | French Language Immersion | 02-03-01 | |
| | Languages Other than English or French | 02-03-02 | |
| | English as a Second Language | 02-03-03 | |
| | Practical Arts | | |
| | Academic-Occupational | 02-04-01 | |
| | Integrated Occupational | 02-04-02 | |
| | Vocational Education | 02-04-03 | |
| | Off-campus Vocational Education | 02-04-04 | |
| | Work Experience Education | 02-04-05 | |
| | Community, National and International Education | | |
| | Community Schools | 02-05-01 | |
| | Foreign Students | 02-05-02 | |
| | Student Exchange | 02-05-03 | |
| | Teacher Exchange | 02-05-04 | |
| | School Twinning | 02-05-05 | |
| | Resources | | |
| | Materials Resource Centres | 02-06-01 | |
| | Regional Resource Centres | 02-06-02 | |
| | School Libraries | 02-06-03 | |
| | Guidance and Counselling Services | | |
| | Guidance and Counselling | 02-07-01 | |
| | b Referrals and Appeals | | |
| | Special Needs Tribunal | 03-01-01 | |
| | Attendance Boards | 03-02-01 | |
| | Review by the Minister | 03-03-01 | |

| | | | |
|----------|---|---|--|
| c | Provincial Monitoring, Evaluating and Auditing | Introduction Student Evaluation Teacher Evaluation Program, School, and School System Evaluation | 04-01-00 04-01-01 04-02-01 04-03-01 |
| | Δ Addition of Introduction | | |
| d | Operations Management | Disposition of Property Insurance School Capital Funding School Closure Certification of Teachers Practice Review of Teachers Teachers Certification, ECS-12 Superintendent of Schools Local Program and Course Approval Locally Developed and Authorized Senior High School Courses Locally Developed Religious Studies Courses Ministerial Approval of Courses, Education Programs, or Instructional Material Chemical Management | 05-01-01 05-02-01 05-03-01 05-04-01 05-05-01 05-05-02 05-06-01 05-07-01 05-07-03 05-07-04 05-08-01 |
| e | School Finance | School Funding Basic Learning Resource Acquisition Secondary Education Implementation Credit Allocation Grant | 06-01-01 06-02-01 06-03-01 |
| f | Communicating Education Results | Annual Education Report | 07-01-01 |
| g | Ministerial Orders and Directives | Goals of Education Goals of Schooling Desirable Personal Characteristics Information Bulletin on Human Sexuality Education Information Bulletin on AIDS | 08-01-01 08-02-01 08-03-01 08-04-01 08-05-01 |
| | Δ Additional Information | Schools operate under the direction of the local school authority. All actions undertaken by the principal, as referenced in this handbook, shall be in accordance with local school authority policy. Local policies and procedures shall be consistent with the requirements of Alberta Education. | |

4 Handbooks and Bulletins

Handbooks and bulletins are developed to assist local school authorities, administrators and teachers to implement the objectives and underlying principles of the **School Act**.

There are two handbooks available: the **ECS to Grade 9 Handbook**^① and the **Senior High School Handbook**.

^① The **ECS to Grade 6 Handbook** and the **Junior High School Handbook** will be combined into the **ECS to Grade 9 Handbook** beginning in the 1993-94 school year.

The following bulletins and reports are produced each year by the **Student Evaluation Branch, 11160 Jasper Avenue, Edmonton, Alberta, T5K 0L2** (Telephone 427-0010, Fax 422-4200).

General Information Bulletin, Diploma Examinations Program

Diploma Examinations Program, Annual Report

Examiners' Reports for English Language Arts 30, English Language Arts 33, Français 30, Social Studies 30, Mathematics 30, Biology 30, Chemistry 30 and Physics 30

Diploma Examinations Subject Bulletins for English Language Arts 30/33, Français 30, Social Studies 30, Mathematics 30 and Sciences.

They are available from the **Learning Resources Distributing Centre, 12360 - 142 Street, Edmonton, Alberta, T5L 4X9** (Telephone 427-2767, Fax 422-9750).

ADMINISTRATION: Instructional Delivery



1 Program of Studies

A course or a program of studies is prescribed or approved by order of the Minister pursuant to section 25 of the **School Act**. It outlines the mandatory requirements of the course or program. Courses or programs of study under development will contain the following components:

- Rationale and Philosophy
- General Learner Expectations
- Specific Learner Expectations
- Curriculum Standards (Levels of Performance).

△ Additional Information

The **Program of Studies: Senior High Schools (1990)** document and subsequent amendments are available from the **Learning Resources Distributing Centre, 12360 – 142 Street, Edmonton, Alberta, T5L 4X9** (Telephone 427-2767, Fax 422-9750).

2 Curriculum Support Resources for Teachers

The provision of curriculum support is a responsibility shared by local school authorities and Alberta Education. Materials and activities are designed to help teachers implement the course or program of studies. Support materials include both print and non-print items; support activities include orientation sessions and/or workshops.

Most curriculum support materials are available from the **Learning Resources Distributing Centre, 12360 – 142 Street, Edmonton, Alberta, T5L 4X9** (Telephone 427-2767, Fax 422-9750) at the current listed selling price.

Information about curriculum support materials and activities is available from the **Curriculum Branch, 11160 Jasper Avenue, Edmonton, Alberta, T5K 0L2** (Telephone 427-2984, Fax 422-3745).

3 Student Learning Resources

In terms of provincial policy, student learning resources are those print, non-print and electronic software materials used by teachers or students to facilitate learning.

Alberta Education approves student learning resources that fall into two categories: basic and support.

Basic student learning resources and a number of support student learning resources are available from the **Learning Resources Distributing Centre**.

Information about each learning resource carried by the **Learning Resources Distributing Centre** is included in their annual **Buyers Guide** and its supplements. Grade, subject, title, author, publisher and price are referenced. The **Buyers Guide** is available from the **Learning Resources Distributing Centre, 12360 - 142 Street, Edmonton, Alberta, T5L 4X9** (Telephone 427-2767, Fax 422-9750).

A 25 per cent subsidy is applicable to basic student learning resources purchased from the **Learning Resources Distributing Centre** by eligible or approved school authorities.

a Basic Student Learning Resources

Basic student learning resources are those authorized by Alberta Education as the most appropriate for addressing the majority of learner expectations of the course(s), or substantial components of the course(s). They are also the most appropriate resources for meeting general learner expectations across two or more grade levels, subject areas, or programs as outlined in provincial programs of study. These may include any resource format; e.g., print, computer software, manipulatives or video. Basic student learning resources are available from the **Learning Resources Distributing Centre, 12360 - 142 Street, Edmonton, Alberta, T5L 4X9** (Telephone 427-2767, Fax 422-9750).

b Support Student Learning Resources

Support student learning resources are those resources authorized by Alberta Education to assist in addressing some learner expectations of the course(s) or components of the course(s); or to assist in meeting learner expectations across two or more grade levels, subject areas, or programs as outlined in the provincial programs of study. These may include any resource format; e.g., print, computer software, manipulatives or video.

The **Learning Resources Distributing Centre** has historically carried "support" student learning resources in stock. However, a major policy shift occurred April 1, 1992:

1. Since December 1991 the **Learning Resources Distributing Centre** carries authorized "support" student learning resources for at least one full fiscal year (April 1 to March 31) after authorization.
2. Since April 1, 1992 the **Learning Resources Distributing Centre** discontinued carrying authorized "support" student learning resources listed in the 1991-92 **Buyers Guide** where:
 - annual sales were 10 units or fewer, and
 - there were a sufficient number of "basic" student learning resources available.

3. Commencing April 1, 1993 the Learning Resources Distributing Centre will discontinue carrying authorized "support" student learning resources after one full fiscal year (April 1 to March 31) if the:

- actual sales are below 50 units, and
- forecast of sales for the next fiscal year is also below 50 units.

However, the Learning Resources Distributing Centre will continue to carry those learning resources that sell less than 50 if:

- there are an insufficient number of "basic" or other resources available, and
- student enrollment is very low.

For more information, contact the Learning Resources Distributing Centre, Customer Service and Sales, 12360 - 142 Street, Edmonton, Alberta, T5L 4X9 (Telephone 427-2767, Fax 422-9750).

c Locally Developed/Acquired Student Learning Resources

A local school authority may develop or acquire instructional materials for use in programs or in schools under section 44(2)(a.1) and in accordance with section 25(1)(d) of the School Act.

In developing/acquiring instructional materials, the local school authority should take into account such criteria as curriculum fit, criteria for promoting tolerance and understanding, appropriateness for child developmental levels and criteria for instructional design.

d Learning Resources for the Visually Impaired

The Materials Resource Centres (MRC) for the Visually Impaired in Edmonton and Calgary provide alternative format and curriculum materials (e.g., braille, large print and audiotape) as well as equipment for visually impaired students. For further information, contact: Materials Resource Centre for the Visually Impaired, North, Main Floor, Edwards Building, 10053 - 111 Street, Edmonton, Alberta, T5K 2H8 (Telephone 427-4681, Fax 427-6683), or Materials Resource Centre for the Visually Impaired, South, 15, 575 - 28 Street SE, Calgary, Alberta, T2A 6X1 (Telephone 297-4378, Fax 297-4365).

e Educational Technology Resources

Teaching and learning can be enhanced and improved through the use of educational technology resources. In designing learning experiences for students, consideration should be given to the use of technology to improve the quality of learning and provide more equitable opportunity and access.

The varied capabilities of educational technology resources are the key to their powers. Examples of educational technology resources used in schools are calculators, computers, audiotapes/videotapes, print and non-print materials, film, radio and television. A number of newly developed educational technology resources have emerged for use in recent years. These include: networking, telecommunications, distance education, videodiscs, CD-ROM discs, hypermedia, multimedia, satellites, expert systems and interactive media.

Typically, the conventional educational technology perspective is a look at the hardware and software used by educators to teach students. A more inclusive perspective of educational technology and education is emerging that not only envisions technology as a teacher and student tool that can enhance teaching and learning, but also views educational technology as a force that can modify the way teaching and learning are carried out. Many educators have found that educational technology has the potential to improve teaching and learning in areas, such as:

- imparting information and skills
- diagnosing and prescribing instruction
- motivating students to learn
- managing student progress
- managing learning resources
- planning curriculum and learning resources to meet students' needs
- helping students to integrate and understand information
- evaluating
- problem solving
- providing guidance and career counselling
- modelling values and behaviours
- delivering education at a distance.

Over the years, a number of educational technology resource agencies have been established in Alberta to facilitate the development, delivery and implementation of educational technology resources. These agencies include: school libraries/learning resource centres, district learning resource centres, regional film/learning resource centres, and **ACCESS Network** (see Appendix IV).

To deliver educational technology resources adequately to teachers and students, a well established network of delivery agencies should be available.

The educational technology resources area changes and evolves rapidly. Identifying trends is very important to avoid costly mistakes in purchasing and training. For example, a recent summary of educational technology trends indicates:

- technology is facilitating a shift in student and teacher roles
- the computer is becoming the dominant educational technology
- many technologies are merging and/or interconnecting through the use of digital communication with the computer at the centre
- telecommunications (e.g., facsimile machines, satellite transmissions, audio teleconferencing, electronic messaging) and distance education are expanding at a fast pace
- school and private sector technology partnerships are increasing.

For further information on educational technology resources, applications, trends and planning, contact **Evaluation and Standards, Policy and Planning Branch, Planning and Information Services Division, 11160 Jasper Avenue, Edmonton, Alberta, T5K 0L2** (Telephone 427-8225, Fax 422-5255).

4 Alberta Distance Learning Centre

The Alberta Distance Learning Centre can enhance local educational programs by providing instruction to students for whom classroom instruction cannot be provided in the subjects desired.

a Registration and Fees

Students under 16 years of age who are attending a school operated by a local school authority must obtain the approval of the superintendent, principal or designate, before registering in Alberta Distance Learning Centre courses. Students age 16 and over who enroll directly in Alberta Distance Learning Centre courses are responsible for paying their own registration fees.

Registration fees for students who are directed to enroll in Alberta Distance Learning Centre courses are the local school authority's responsibility. This applies to students of all ages.

Students who are living in unorganized territories or who temporarily reside outside of Alberta may apply directly to the Alberta Distance Learning Centre. Alberta Education will assume the registration fees for Alberta students who are under 19 years of age and living in unorganized territories.

Students younger than 19 years of age who are not enrolled in a school operated by a local school authority may enroll in Alberta Distance Learning Centre courses through home education. Students are advised to contact their local school board about home education. Registration fees for these students are the local school board's responsibility.

b Monitoring Student Progress

For students who are attending school, the Alberta Distance Learning Centre will send status reports on student progress to principals at regular intervals throughout the year.

c Additional Local School Authority Responsibilities

The principal, counsellor, superintendent or designate should help the student select suitable courses, obtain the required textbooks and other materials, establish timetable periods for distance learning study and arrange for writing final tests.

d Student Learning Resources

The Alberta Distance Learning Centre does not lend textbooks that are available from the Learning Resources Distributing Centre, **12360 – 142 Street, Edmonton, Alberta, T5L 4X9** (Telephone 427-2767, Fax 422-9750).

Students attending a school may purchase the required textbooks from the Learning Resources Distributing Centre or may obtain books from their school, in accordance with local school authority policies. Out-of-print textbooks, identified in Alberta Distance Learning Centre handbooks by a double asterisk, may be borrowed by a student registered in an Alberta Distance Learning Centre course, provided the student submits a refundable deposit. Correspondence Education, and in particular the new Distance Education Program, involves a variety of non-print materials, such as computer software, laboratory kits, audiotapes and videotapes that are integral to the program package. Some videotapes are available from the regional and urban film centres, or from

ACCESS Network (see Appendix IV), or schools can acquire software, filmstrips and videos direct from the supplier. In other instances, registered students obtain these learning resources as part of the Correspondence/Distance Education package. Course materials are available to students and schools from the **Learning Resources Distributing Centre** at three sales/distribution outlets.

Correspondence/Distance Education Materials (Grades 1-12):

- Students who wish to register with the **Alberta Distance Learning Centre** should complete an application form to be mailed to the **Alberta Distance Learning Centre, Box 4000, Barrhead, Alberta, T0G 2P0** (Telephone 674-5333, Fax 674-6561). Students may also register in person at the **Alberta Distance Learning Centre** in Barrhead or at the **Edmonton Study Centre, 9th Floor, Harley Court, 10045 - 111 Street, Edmonton, Alberta** (Telephone 427-2766, Fax 427-3850).
- Those who do not wish to register with the **Alberta Distance Learning Centre** may purchase materials by mail from the **Learning Resources Distributing Centre, 12360 - 142 Street, Edmonton, Alberta, T5L 4X9** (Telephone 427-2767, Fax 422-9750).

Other learning resources, such as computer software, laboratory kits, audiotapes and videotapes, which are integral to a distance learning course package, are available to registered students from the **Alberta Distance Learning Centre**. Consult **Alberta Distance Learning Centre** handbooks and the **Learning Resources Distributing Centre Buyers Guide** and supplements for availability and cost of learning resources.

Further information about the services available, registration procedures, fees and course materials may be obtained by contacting the **Student Services Department, Alberta Distance Learning Centre, Box 4000, Barrhead, Alberta, T0G 2P0** (Telephone 674-5333, Fax 674-6561).

e **Home Education**
(through the Alberta Distance Learning Centre)

Parents or guardians who wish to provide their children with a home education program using **Alberta Distance Learning Centre** courses must offer the program under the supervision of either their resident or a willing non-resident local school board. The local school board is responsible for the **Alberta Distance Learning Centre** fees for home education students.

For information about home education, refer to the **Alberta Education Regulations** and the **Alberta Education Policy Manual**. The **Alberta Education Regulations** are available from the **Legislative Services Branch, 11160 Jasper Avenue, Edmonton, Alberta, T5K 0L2** (Telephone 427-2041, Fax 422-6507). The **Alberta Education Policy Manual** is available from the **Learning Resources Distributing Centre, 12360 - 142 Street, Edmonton, Alberta, T5L 4X9** (Telephone 427-2767, Fax 422-9750).

5 Alberta School for the Deaf

Δ New Section

The **Alberta School for the Deaf** provides education to deaf and hard of hearing children, ECS to Grade 12. Programs are based on Alberta Education and Alberta Hearing Impaired curriculum guidelines and are modified to meet the individual learning and communication needs of the students.

Students must be assessed before being accepted into the program, and they must be referred for assessment by their local school jurisdictions. Local school jurisdictions have the responsibility for the payment of tuition fees in support of their resident students attending the **Alberta School for the Deaf**. Students who have been attending another school for the deaf, or a program for deaf/hard of hearing children, may transfer directly to **Alberta School for the Deaf** with the approval of their local school jurisdiction.

For further information contact the **Principal, Alberta School for the Deaf, 6240 - 113 Street, Edmonton, Alberta, T6H 3L2** (Telephone 422-0244 voice or TDD, Fax 422-2036) or the **Director, Education Response Centre, 6240 - 113 Street, Edmonton, Alberta, T6H 3L2** (Telephone 422-6326, Fax 422-2039).

6 Distance Education Technology

Alberta Education encourages the use of technology to facilitate access to equitable educational opportunities for all students regardless of location. Through the use of distance education technologies (e.g., facsimile, telephone and audio conferencing, computers and satellite TV), students in small high schools have access to many of the same courses as urban students in large schools.

Inquiries in regard to Distance Education programs should be directed to the **Director, Alberta Distance Learning Centre, Box 4000, Barrhead, Alberta, T0G 2P0** (Telephone 674-5333, Fax 674-6561). Inquiries for material should be directed to the **Learning Resources Distributing Centre, 12360 - 142 Street, Edmonton, Alberta, T5L 4X9** (Telephone 427-2767, Fax 422-9750).

7 Native Education

Native students may require additional support to help them complete senior high school programs. Native people throughout the province have stated, however, that they want their children to complete regular secondary school requirements with no reductions in standards. The **Native Education Project** of Alberta Education assists school systems in providing such support to Native students.

The province provides special grants to school systems with significant numbers of Native students. Basic and other classroom resources (print and video), as well as a teacher resource catalogue and Native language programs, have been developed by the **Native Education Project**. Contact the **Native Education Project, 11160 Jasper Avenue, Edmonton, Alberta, T5K 0L2** (Telephone 427-2043, Fax 422-5256), for information on available resources.

The project helps systems deal with issues in Native education that concern students, parents and school employees and will provide inservice for teachers and administrators who would like to be more informed about Native education initiatives.

Alberta Education's policy on Native education states all students in Alberta should understand and be aware of Native cultures, lifestyles and heritage. Native issues and culture may be explored in high school social studies, especially in Grade 10. They may also be explored in art, drama, science and other areas of the curriculum. Students, teachers and administrators may also explore Native issues in Alberta through a locally developed Native studies course. **Native Education in Alberta's Schools: Policy Statement on Native Education in Alberta (1987)** is available from the **Learning Resources Distributing Centre, 12360 – 142 Street, Edmonton, Alberta, T5L 4X9** (Telephone 427-2767, Fax 422-9750).

Both provincially authorized and locally developed and authorized Blackfoot and Cree language and culture courses are offered in the province. More information on these courses is available from the **Language Services Branch, 11160 Jasper Avenue, Edmonton, Alberta, T5K 0L2** (Telephone 427-2940, Fax 422-1947).

For further information, refer to the **Alberta Education Policy Manual** available from the **Learning Resources Distributing Centre, 12360 – 142 Street, Edmonton, Alberta, T5L 4X9** (Telephone 427-2767, Fax 422-9750).

8 School Library Program

Students in Alberta schools should have access to an effective school library program that is integrated with instructional programs. Such programs improve students' opportunities for achieving the goals of education for Alberta.

In an integrated school library program, the services and activities are not peripheral or supplementary to the school's instructional program; they are an essential and dynamic part of it. The program widens, deepens and personalizes learning by involving students in the planned and purposeful use of resources. The resources are designed to assist them to grow in their ability to find, generate, evaluate and apply information. These information skills will, in turn, prepare students to function effectively as individuals and as full participants in society.

Students' learning experiences should integrate information retrieval and research skills. These skills are best learned within the curriculum. To promote integration, opportunities for cooperative planning between teachers and teacher-librarians should be provided.

An integrated school library program attends not only to its formal instructional role, but also to its function as a centre for informal learning. As a resource centre, the school library should be a place where students can pursue their individual educational interests.

For information, refer to **Focus on Learning: An Integrated Program Model for Alberta School Libraries (1985)**; **Focus on Research: A Guide to Developing Students' Research Skills (1990)** and the **Alberta Education Policy Manual** available from the **Learning Resources Distributing Centre, 12360 – 142 Street, Edmonton, Alberta, T5L 4X9** (Telephone 427-2767, Fax 422-9750).

For further information on school library programs, contact the **Curriculum Branch, 11160 Jasper Avenue, Edmonton, Alberta, T5K 0L2** (Telephone 422-4872, Fax 422-5129), or the **Provincial Education Consultant, Library and Media, Edmonton Regional Office** (Telephone 427-2952, Fax 422-9682).

9 Technology in Education

The knowledge, skills and attitudes relevant to technology and its uses are being incorporated into courses and programs wherever appropriate to enhance students' learning. Students are expected to learn the advantages and limitations of technological developments and their impact upon society. The ability to use selected technologies helps students understand and appreciate the process of technological change, gives added depth to programs and provides the basis for the development of skills and understanding.

a Curriculum Integration

The systematic integration of educational technology is a major focus of our existing and new curricula. Learning can be enhanced through the use of technology to deliver instruction. In designing learning experiences for students, consideration should be given to the use of technological processes and materials in situations where technology helps meet the needs of students, and where it increases the efficiency of program delivery.

Where used appropriately, emerging new technologies, such as learning management systems (CAI, CML), satellite broadcasts, telecommunications and interactive computer/laser disk systems further provide educators with potential to enhance teaching and learning.

Δ New Information

At the senior high school level, curriculum integration efforts are illustrated by recently approved student and teaching materials in English, mathematics, business education and music as well as new initiatives in science, career and technology studies, and distance education.

For example, we have software for music, business education, English; graphing packages for mathematics. Also, the new **Senior High English Language Arts Teacher Resource Manual** (1991) has a section on "Writing Using a Word Processor".

b Enhancing Teaching and Learning

Δ New Section

As the integration of educational technology proceeds across the curriculum, educators are finding that their ideas about teaching and learning are changing. They recognize that educational technology has the potential to change what is taught, when it is taught, where it is taught and the nature of teaching and learning.

Educational technology can be applied in ways that improve the quality of learning, provide more equitable opportunity and access, and ensure greater cost effectiveness.

c Planning and Implementation

There is a growing interest in developing educational technology plans to improve and/or change education. This trend is due to the increased recognition of the potential of educational technology by policy makers and educators. Three- to five-year educational technology plans are becoming common at the school and school district levels.

For further information on educational technology integration, applications and planning, contact **Evaluation and Standards, Policy and Planning Branch, Planning and Information Services Division, 11160 Jasper Avenue, Edmonton, Alberta, T5K 0L2** (Telephone 427-8225, Fax 422-5255).

ADMINISTRATION:

Awarding Course Credits



1 Introduction

After each semester or school year, students shall be awarded credits on the recommendation of the principal, subject to the following:

- The School Program Plan form has been properly completed and forwarded to the appropriate **Director, Regional Office of Alberta Education**.
- The program, as shown in the School Program Plan, is approved by the appropriate **Director, Regional Office of Alberta Education** (or designate).
- The school has complied with the following departmental requirements:
 - instruction is provided by qualified teachers holding valid Alberta teaching certificates
 - instructional time allocated to each subject meets minimum times specified by Alberta Education. Any alternative method of organization shall be indicated under "special circumstances" on the School Program Plan and be approved by Alberta Education
 - the content of each subject follows that outlined in the **Program of Studies: Senior High Schools** and/or course(s) approved by the Minister and/or by the local school authority
 - the senior high school is operated in accordance with the **Senior High School Handbook**
 - changes that occur after the initial submission of the School Program Plan are endorsed and submitted to the regional office by the superintendent (or, in the case of accredited private schools, by the principal) for approval within 30 days of the change
 - student evaluation is carried out in accordance with local school authority policy and is consistent with provincial policy

- school marks in diploma examination subjects and final marks in all other senior high school subjects are endorsed by the principal in accordance with local school authority policy. School marks are subsequently submitted to Alberta Education for recording, at a time and in a manner determined by the Minister.

2 School Program Plan Form

Before school opens, the School Program Plan form is sent to all schools in which senior high school grades are taught. All secondary schools shall use this form to document their program organization. Detailed instructions are supplied with the form.

By signing the School Program Plan form, the principal and superintendent certify that the departmental requirements have been or will be met.

3 Special Circumstances

On the School Program Plan, the principal shall describe all special or unusual circumstances relative to the school's organization. Special provisions in the school plan to accommodate these circumstances shall be approved by the superintendent prior to submitting the School Program Plan to the appropriate **Director, Regional Office of Alberta Education**.

4 Rules Governing Awarding of Credits

- To earn the credits attached to all high school courses, a student shall achieve at least 50% ("C" standing) in each course.
- Credits will not be granted for courses that a student has previously passed and been awarded credits. In the case of a student repeating a course, the higher mark will be recorded on the student's record and transcript.

5 Provisions for Students Affected by Transitional Diploma Requirements

Alberta Education recognizes all course credits earned prior to September 1, 1984 for the awarding of the General High School Diploma.

Students registered in Grade 11 or 12 in September 1988 follow the 1987-88 diploma requirements for graduation. If circumstances prevented these Grade 11 or 12 students from completing the graduation requirements by 1990, they will be granted a reasonable period (five years from entry into Grade 10) to complete the non-diploma examination course requirements.

Any deficiencies in diploma examination courses shall require the writing of diploma examinations that may reflect new program content.

Students may apply any completed diploma examination subject requirements toward the Advanced High School Diploma, provided they have earned a final course mark of 50% or higher.

6 Course Sequence Transfer

The provision for course sequence transfer enables students to change course sequences, when necessary, to more appropriate levels of challenge. The recommended transfer routes for each program area are given on pages 39 to 41.

Students may transfer from a 13-23-33 sequence to a 10-20-30 sequence or from a 16-26-36 sequence to a 13-23-33 sequence or from a 16-26 sequence to a 14-24 sequence as outlined in the Recommended Transfer Points section, pages 39 to 41.

Students who transfer from a 10-20-30 sequence to a 13-23-33 sequence, or from a 13-23-33 sequence to a 14-24 sequence, should transfer into the sequence at the next grade level; for example, from Mathematics 10 to Mathematics 23, or from Mathematics 13 to Mathematics 24. When a student transfers into a less academic sequence, the principal may admit the student with less than a 50% standing. (See Retroactive Credits, pages 68 and 69.)

Circumstances that should be considered when counselling a student to use the course sequence transfer provision include:

- language proficiency; as the student's language proficiency increases, a more academic sequence may provide a more appropriate level of challenge
- the school's ability to schedule the appropriate course route
- the student's ability and motivation.

The local school authority shall have a policy that states clearly the criteria to be met by a student who wishes to change program routes.

7 Prerequisite Standing

A student who has achieved a mark of 50% or higher in a given course shall be eligible to take the next or higher ranking high school course in that sequence. (See Appendix II.)

8 Waiver of Prerequisites and Credits for Waived Prerequisite Courses

Prerequisites shown in Appendix II may be waived by the principal.

If the principal waives a prerequisite, the following conditions must be met:

- the student possesses the knowledge, skills and attitudes identified in the waived course or program of studies
- judgments are made on an individual basis, not for an entire class of students
- it is in the student's best interest.

For example:

- A student who is waived into English Language Arts 30, and successfully completes the course, will receive waived credits for English Language Arts 10 and 20.
- A student successfully completing English Language Arts 13-23-33 and 30 receives 20 credits. However, waived credits will not be granted for English Language Arts 10 and 20 because the student transferred from a lower-level to a higher-level course sequence. The student was not waived into English Language Arts 30.

Upon successful completion of the next or higher ranking high school course in that sequence, the principal will report, in writing, the waived course or courses to the **Information Services Branch, 11160 Jasper Avenue, Edmonton, Alberta, T5K 0L2** (Fax 427-3201). Credits will then be granted for the waived prerequisite course or courses and a "P" or "pass" will be recorded on the student's record and transcript.①

① A "P" or "pass" mark is not taken into consideration for the calculation of averages for the Alexander Rutherford Scholarships for High School Achievement or university entrance.

When it is in the best interest of the student to receive both credits and a mark for a course (other than a "P" or "pass"), schools can use the flexibility now available through alternatives to the Carnegie Unit organizational model (see School Organization, pages 23 and 24) to provide the instruction necessary to complete the course requirements. The student may then be evaluated to determine a percentage mark.

9 Retroactive Credits

The following applies to all regular students. (See pages 82 to 86 for provisions applying to mature students.)

Students not achieving at least 50% in a course may repeat the course or, subject to the approval of the school principal, take a course in an alternative sequence. **Students who successfully complete the next higher level course in an alternative sequence shall be granted credit for the prerequisite course.**

The following chart presents the only courses toward which retroactive credits may be applied.

| COURSES ELIGIBLE FOR RETROACTIVE CREDITS ^① | | | |
|---|--|---|---|
| | Registered Course Reported Failed Semester/School Year: A | Alternative Course Passed Semester/School Year: B | Courses Eligible for Retroactive Credits Semester/School Year: B |
| English Language Arts | English Language Arts 10 English Language Arts 20 English Language Arts 13 | English Language Arts 23 English Language Arts 33 English Language Arts 26 | English Language Arts 13 English Language Arts 23 English Language Arts 16 |
| French | French Language Arts 10 French 10N French 10N French 10S French Language Arts 20 French 20N French 20S | French 30N French 20S French 20 French 20 French 30N French 30S French 30 | French 10N, 20N French 10S French 10 French 10 French 10N, 20N French 20S French 20 |
| Mathematics | Mathematics 10 Mathematics 10 Mathematics 13 Mathematics 20 Mathematics 14 | Mathematics 23 Mathematics 24 Mathematics 24 Mathematics 33 Mathematics 26 | Mathematics 13 Mathematics 14 Mathematics 14 Mathematics 23 Mathematics 16 |
| Social Studies | Social Studies 10 Social Studies 20 Social Studies 13 | Social Studies 23 Social Studies 33 Social Studies 26 | Social Studies 13 Social Studies 23 Social Studies 16 |
| Science <u>Before 1992-93</u> | Biology 10 ^② Chemistry 10 ^② Physics 10 ^② Science 14 | Science 24 (3 or 5 credits) Science 24 (3 or 5 credits) Science 24 (3 or 5 credits) Science 26 | Science 14 Science 14 Science 14 Science 16 |
| <u>1992-93 and After</u> | Science 10 Science 14 | Science 24 (3 or 5 credits) Science 26 | Science 14 Science 16 |

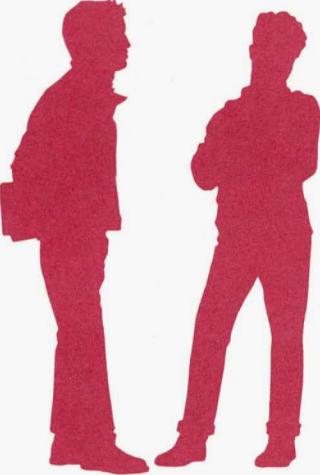
^① The references to Semester/School Year "A" and Semester/School Year "B" are to emphasize that sequential registration and instruction are required.

^② Normally retroactive credits are designed to accommodate students who fail. However, students who pass Biology 10, Chemistry 10 or Physics 10 in Semester/School Year A and subsequently pass Science 24 in Semester/School Year B, will receive retroactive credits in Science 14 (5 credits).

Courses for which retroactive credit has been granted will be recorded as "P" or "pass" on the student's record and transcript.

A student shall be awarded retroactive credits automatically by Alberta Education when all of the following criteria are met:

- The student is registered by the principal in an approved course and receives instruction in the course in Semester "A" or School Year "A".
- At the end of Semester "A" or School Year "A", the principal reports to the **Information Services Branch, 11160 Jasper Avenue, Edmonton, Alberta, T5K 0L2** that the student has FAILED in the registered course. (A mark of less than 50% must be reported to the **Information Services Branch** and recorded on the student's file in order for the student to be eligible for retroactive credits in the following years.)
- Pursuant to a specific local school authority promotion policy, the student is registered, by the principal, in the next higher level course in an alternative sequence in the following Semester "B" or School Year "B".
- The principal subsequently submits to the **Information Services Branch**, in the appropriate reporting period for Semester "B" or School Year "B", a pass mark in the higher level alternative course completed.



ADMINISTRATION: Student Placement and Promotion

1 Placements and Promotions

Promotion of students to Grade 10 is determined by the principal of the junior high school, subject to policies of the local school authority and to provisions in the **ECS to Grade 9 Handbook**.

Placement of students within senior high school is determined by the principal of the senior high school, subject to the policies of the local school authority and to the provisions in this handbook.

a Grade 10 Students

For the purpose of determining a student's graduation requirements, the following will apply: upon promotion from Grade 9, and subsequent placement in Grade 10 in the next school year, the student's Grade 10 year is the school year in which the student receives the first mark (10% or greater) in a high school course as reported to Alberta Education, or is registered in the non-credit English as a Second Language 10a program.

b Senior High School Credits for Students in Junior High School

Secondary education programs must recognize and must be adapted to accommodate the wide range of developmental needs, abilities and differences that exist among students.

A junior high school student who is able to demonstrate attainment of the learner expectations of a course in less than the local junior high school's scheduled time may be challenged in different ways. The student may be offered an opportunity to take one or more senior high school courses at either the junior high school or to attend a senior high school part-time.

This will allow a student who has attained the knowledge, skills and attitudes of a junior high school course, in less than the recommended time, an opportunity to challenge a subsequent senior high school course. Principals shall not allow a student to replace the appropriate Grade 9 course with a senior high school course. The student must complete the junior high school course before attempting the senior high school courses.

△ Additional Information

If senior high school courses are offered at a junior high school, the junior high school principal shall record these courses on the School Program Plan form. Schools offering senior high school courses to junior high school students shall follow the programs of study developed for the senior high school courses. Junior high school teachers challenging students with senior high school courses should consult with senior high school teachers to ensure the students are meeting the standards of the senior high school courses.

A student will receive credits and marks for senior high school courses successfully completed. Upon promotion to Grade 10, the junior high school principal will forward the student's final marks to the principal of the receiving senior high school and to the **Information Services Branch, 11160 Jasper Avenue, Edmonton, Alberta, T5K 0L2** (Fax 427-3201).

2 Registration of Students

In September and February of each school year, the **Information Services Branch** will provide the appropriate registration documents to each senior high school offering credit programs.

3 Evaluation of Out-of-province Educational Documents

Students entering an Alberta senior high school from outside Alberta should submit transcripts, or other official statements of previous standing, to the school they plan to attend. The principal will evaluate these documents in relation to approved high school courses or unassigned credits. The principal will also determine which year the student entered Grade 10. This assessment will be based on the number of credits assigned and will take into consideration the best interests of the student. It will establish the specific requirements needed to obtain a high school diploma, as outlined on pages 16 to 19.

The Council of Ministers of Education, Canada publication, **Secondary Education in Canada: A Student Transfer Guide**, 6th Edition, 1991 is designed to assist in the placement of students. This guide is available from the **Learning Resources Distributing Centre, 12360 - 142 Street, Edmonton, Alberta, T5L 4X9** (Telephone 427-2767, Fax 422-9750).

A list of reference materials, which may be purchased by schools, is available to assist principals in the evaluation of out-of-country documentation. Please contact the **Teacher Certification and Development Branch, 11160 Jasper Avenue, Edmonton, Alberta, T5K 0L2** (Telephone 427-2045, Fax 422-4199) for information on publication names and addresses. The evaluation staff of the **Teacher Certification and Development Branch** will be the contact for those principals who, following a review of the reference materials, require consultation.

An Alberta high school diploma shall not be issued solely on the basis of the evaluation of out-of-Alberta credentials. A student in this category who wishes to obtain an Alberta high school diploma is required to complete a minimum of 5 approved credits as prescribed by a school principal.

The required credits shall be completed in one or more of the subject areas specified under the diploma requirements, exclusive of physical education, and at a level equal to that of the highest Alberta course equivalent granted through credential evaluation.

Post-secondary courses are not equated to credits for the General High School Diploma or the Advanced High School Diploma but may be evaluated for and applied toward the High School Equivalency Diploma.

A copy of the completed evaluation shall be forwarded to the **Information Services Branch, 11160 Jasper Avenue, Edmonton, Alberta, T5K 0L2** (Fax 427-3201), for recording purposes. These evaluation forms may be obtained from **Student Records, Information Services Branch**.

In the case of a dispute over the number of high school credits to be awarded, which cannot be resolved at the level of the local school authority, the student has the right to appeal to the **Special Cases Committee**. This committee, which is the final procedural level in the appeal process, deals with all matters requiring the interpretation and application of policy relative to individual students. The **Special Cases Committee** may be contacted by writing to the **Executive Secretary, Special Cases Committee, Alberta Education, 11160 Jasper Avenue, Edmonton, Alberta, T5K 0L2** (Fax 422-4200). For further information, see pages 85 and 86.

Students planning to enter directly into a post-secondary institution in Alberta should submit their out-of-province documents to the post-secondary institution of their choice. There are no appeal procedures to Alberta Education in these instances.

A high school principal may appeal to the **Special Cases Committee** for special consideration on behalf of Canadian unilingual francophone students who enter the Alberta school system in their graduating year. For these students, the principal may recommend that *Frangais 30* be accepted in lieu of English Language Arts 30 or 33 for Advanced or General High School Diploma purposes. The **Special Cases Committee** may be contacted by writing to the **Executive Secretary, Special Cases Committee, Alberta Education, 11160 Jasper Avenue, Edmonton, Alberta, T5K 0L2** (Fax 422-4200).

4 Visiting or Exchange Students

Δ Addition of Term "Visiting"

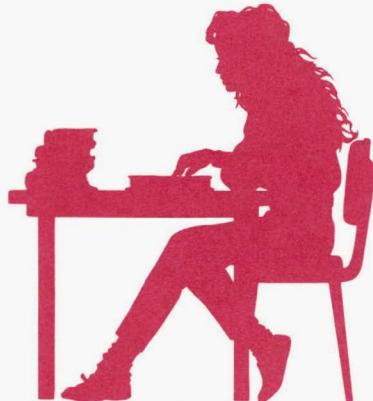
Visiting or exchange students from another province or country, who wish to complete a course for credit, should be registered with the **Information Services Branch, 11160 Jasper Avenue, Edmonton, Alberta, T5K 0L2** (Telephone 427-5739, Fax 427-3201).

Any formal statement of academic achievement required by the school of origin would be issued by Alberta Education and would reflect only the courses the student actually completed in an Alberta school.

Visiting or exchange students seeking Alberta high school credits in a diploma examination course must write a diploma examination on the same terms as any Alberta student.

The English Language Arts 30 and 33 diploma examinations must be written in English and the *Français 30 Diploma Examination* must be written in French. The Social Studies 30, Mathematics 30, Biology 30, Chemistry 30 and Physics 30 must be written in either English or French.

ADMINISTRATION: Student Achievement in Senior High School Subjects



1 Introduction

A regulation governing the evaluation of students has been developed under section 25(3)(c) of the **School Act**. The regulation is outlined on page 51 of this handbook and is included in detail in the **Alberta Education Policy Manual**. The **Alberta Education Policy Manual** is available from the **Learning Resources Distributing Centre, 12360 - 142 Street, Edmonton, Alberta, T5L 4X9** (Telephone 427-2767, Fax 422-9750).

The provincial policy regarding student evaluation is located in the **Alberta Education Policy Manual**. Each local school authority shall develop and implement a student evaluation policy.

The current editions of the **General Information Bulletin, Diploma Examinations Program** and the **Diploma Examinations Program, Annual Report** can be consulted for an extensive discussion of student evaluation.

2 Reporting Student Achievement in Senior High School Subjects

Alberta Education maintains an individual Alberta Education Student Record for every Alberta high school student. The record is usually created during the student's Grade 9 year, and is subsequently used to provide a complete and accurate reflection of the student's high school achievement, inclusive of courses reported as passed or failed.

Alberta Education records a course as completed if a mark of 10% or greater is awarded and reported. Achievement in all completed high school credit courses is to be reported to the **Information Services Branch, 11160 Jasper Avenue, Edmonton, Alberta, T5K 0L2** (Fax 427-3201).

Marks shall be reported through the **Non-diploma Examination Courses, High School Results Statement forms, Diploma Examination School Marks Checklists**, or by electronic transfer for approved users.

Schools or local school authorities that wish to adopt electronic reporting shall apply to the **Information Services Branch** for permission, no later than September 30 in any school year, for implementation in that school year. An application must provide a complete description of the local computer system currently in use and allow sufficient time for Alberta Education to evaluate and test the proposal.

Only school-awarded marks of 10% or greater shall be reported to the **Information Services Branch** in either Diploma Examination Courses or Non-diploma Examination Courses.

Only one mark per course in any one semester will be accepted and added to a student's record. Principals and/or students must withdraw duplicate or multiple registrations in the same semester (reporting period) prior to the time lines established for marks reporting by the **Information Services Branch**.

Once reported to Alberta Education, final marks in all completed courses, whether the course is passed or failed, shall not subsequently be deleted from the student's record. In those instances where a principal discovers an error has been made in reporting a course, credits or mark, the **Information Services Branch** will adjust the student's record upon receipt of written notification from the principal of the school in which the error occurred.

School marks in diploma examination courses are to be reported to the **Information Services Branch** by the first day of the diploma examination schedule, in a format specified by the **Information Services Branch**, or as otherwise directed.

School-awarded marks in all non-diploma examination courses are to be reported using the Non-diploma Examination Courses, High School Results Statement forms, or by electronic transfer, no later than two weeks following the completion of the respective diploma examination session or as otherwise specified by the **Information Services Branch**. For each course, excluding the diploma examination courses, the school will identify the course code, credits earned, semester, grading, and language of instruction, if other than English. Schools will receive additional instructions as required throughout the year.

3 Grade 12 Validation Statement

Alberta Education attempts to confirm the accuracy of each student's high school record by issuing to each Grade 12 student, in the late fall of their Grade 12 year, a **Student Record Validation Statement**. This validation statement is produced from the Alberta Education student record. The statement shows the student's complete high school achievement record, at the time of issuance, and lists all courses completed, passed or failed. Principals are asked to confirm the accuracy of this record. Any change in course information shall be authorized by the principal of the school in which the courses were completed. All forms are to be returned to the **Information Services Branch** within the time specified.

4 Grade 12 Exemptions for Transfer-in Students

Δ Updated Information

Out-of-province Grade 12 students who transfer into Alberta schools at the beginning of, or any time during, the school year will be exempted from CALM 20 and Physical Education 10. These students will still be required to achieve the necessary minimum requirement of 100 credits to earn a high school diploma.

For the purpose of this exemption, a Grade 12 student will be defined as one who will graduate in the school year the student transfers into an Alberta school.

Notice of a student's exemption must be reported by the principal, in writing, to the **Information Services Branch, 11160 Jasper Avenue, Edmonton, Alberta, T5K 0L2** (Fax 427-3201), immediately prior to the student's anticipated graduation date.

5 Grade 12 Diploma Examinations Programs

Students are required to write diploma examinations in the following courses:

| | |
|--------------------------------|-------------------|
| Biology 30 | Mathematics 30 |
| Chemistry 30 | Physics 30 |
| English Language Arts 30 or 33 | Social Studies 30 |
| Français 30 | |

A diploma examination will be developed for Science 30. Diploma examinations are available in the French language for all diploma examination courses except English Language Arts 30 and English Language Arts 33. Students may elect to write either the French or English language version of the respective examination.

Δ Updated Information

Students who are expelled from school, or from a diploma examination course on or after December 1 in the first semester, or on or after May 1 in the second semester, or later in any of the semesters, may apply in writing to the **Executive Secretary, Special Cases Committee, Alberta Education, 11160 Jasper Avenue, Edmonton, Alberta, T5K 0L2** (Fax 422-4200), for permission to write the Grade 12 diploma examinations.

Pursuant to such a request, the **Special Cases Committee** will review a report from the principal that shows the achievement and attendance of the student(s) and the circumstances that resulted in expulsion, and will decide whether the student(s) concerned may be granted permission to write the diploma examinations.

Permission from the **Special Cases Committee** to write a diploma examination does not waive the requirement for a school mark to be shown in the student record in order that a final mark be produced for official transcript purposes.

The diploma examination programs consist of course-specific examinations based on the **Program of Studies: Senior High Schools**. Administrators should refer to the annual publication **General Information Bulletin, Diploma Examinations Program** for complete information.

a **January and June Diploma Examinations**

Examinations are written at all high schools offering the diploma examination courses. All students currently enrolled in diploma courses are to be registered for the examinations with the **Information Services Branch** by their high school principal.

All others must register with the **Student Evaluation Branch**. Registration is achieved by completing a diploma examination application available through high school principals and **Regional Offices of Alberta Education** and forwarding it to the **Student Evaluation Branch, 11160 Jasper Avenue, Edmonton, Alberta, T5K 0L2** (Fax 422-4200) by the due date as published in the **General Information Bulletin, Diploma Examinations Program**.

b **August Diploma Examinations**

August diploma examinations are written only at a number of selected centres throughout the province.

Special writing centres outside Alberta are not authorized for the August diploma examination session.

c **Grade 12 Diploma Examinations Schedules**

Δ New Section

JANUARY 1994

| Date | Time | Subject |
|-----------------------|---------------------------------------|---|
| Thursday, January 13 | 9:00 – 11:30 a.m. | Eng Lang Arts 30 Part A ① ② Eng Lang Arts 33 Part A ① ② |
| Friday, January 14 | 9:00 – 11:30 a.m. | Français 30 Partie A ① |
| Tuesday, January 25 | 9:00 – 11:00 a.m. | Français 30 Partie B |
| Wednesday, January 26 | 9:00 – 11:30 a.m. 1:00 – 3:00 p.m. | Social Studies 30 Eng Lang Arts 30 Part B ② Eng Lang Arts 33 Part B ② |
| Thursday, January 27 | 9:00 – 11:30 a.m. 1:00 – 3:30 p.m. | Physics 30 Biology 30 |
| Friday, January 28 | 9:00 – 11:30 a.m. 1:00 – 3:30 p.m. | Mathematics 30 Chemistry 30 |

① Part A and Partie A denote the written response sections of the English Language Arts 30, English Language Arts 33 and Français 30 examinations.

② Special diploma examination arrangements will be made for students registered in English Language Arts 30 and English Language Arts 33 in the same semester. These arrangements will be made on an individual basis. A principal should submit a written request for approval of these arrangements to the **Executive Secretary, Special Cases Committee, Alberta Education, 11160 Jasper Avenue, Edmonton, Alberta, T5K 0L2** (Fax 422-4200), 60 days prior to the writing of Part A of the English Language Arts 30 and English Language Arts 33 diploma examinations.

JUNE 1994

| Date | Time | Subject |
|-------------------|---------------------------------------|---|
| Monday, June 13 | 9:00 – 11:30 a.m. | Eng Lang Arts 30 Part A ① ② Eng Lang Arts 33 Part A ① ② |
| Tuesday, June 14 | 9:00 – 11:30 a.m. | Français 30 Partie A ① |
| Thursday, June 23 | 9:00 – 11:30 a.m. 1:00 – 3:00 p.m. | Social Studies 30 Eng Lang Arts 30 Part B ② Eng Lang Arts 33 Part B ② |
| Friday, June 24 | 9:00 – 11:30 a.m. 1:00 – 3:00 p.m. | Physics 30 Français 30 Partie B |
| Monday, June 27 | 9:00 – 11:30 a.m. 1:00 – 3:30 p.m. | Biology 30 Mathematics 30 |
| Tuesday, June 28 | 9:00 – 11:30 a.m. | Chemistry 30 |

AUGUST 1994

| Date | Time | Subject |
|----------------------|---------------------------------------|--|
| Monday, August 15 | 9:00 – 11:30 a.m. 1:00 – 3:00 p.m. | Eng Lang Arts 30 Part A ① ② Eng Lang Arts 33 Part A ① ② Eng Lang Arts 30 Part B ② Eng Lang Arts 33 Part B ② |
| Tuesday, August 16 | 9:00 – 11:30 a.m. 1:00 – 3:30 p.m. | Social Studies 30 Chemistry 30 |
| Wednesday, August 17 | 9:00 – 11:30 a.m. 1:00 – 3:30 p.m. | Biology 30 Mathematics 30 |
| Thursday, August 18 | 9:00 – 11:30 a.m. | Physics 30 |
| Friday, August 19 | 9:00 – 11:30 a.m. 1:00 – 3:00 p.m. | Français 30 Partie A ① Français 30 Partie B |

① Part A and Partie A denote the written response sections of the English Language Arts 30, English Language Arts 33 and Français 30 examinations.
② Special diploma examination arrangements will be made for students registered in English Language Arts 30 and English Language Arts 33 in the same semester. These arrangements will be made on an individual basis. A principal should submit a written request for approval of these arrangements to the **Executive Secretary, Special Cases Committee, Alberta Education, 11160 Jasper Avenue, Edmonton, Alberta, T5K 0L2** (Fax 422-4200), 60 days prior to the writing of Part A of the English Language Arts 30 and English Language Arts 33 diploma examinations.

d Eligibility to Write

- Students currently enrolled in a diploma examination course are required to write the diploma examination in that course before credits are awarded.
- Students who have been previously awarded credit for the course may write the diploma examination upon application.
- Mature students, as defined on page 82 of this handbook, may write the diploma examination upon application, without taking regular instruction.

e Special Provisions

Students who require special provisions in order to write the diploma examination may request:

- that the examination be provided in Braille, large print or audio cassette

- that variation in writing time, place or mode of response be permitted
- exemption from writing an examination
- other adjustments, on request, and as approved by the **Special Cases Committee**.

Administrators are directed to the policies on **Special Examination Provisions for Learning Disabled Students** and **Special Examination Provisions for Physically Disabled Students**, listed in the **General Information Bulletin, Diploma Examinations Program**. Application, together with the required documentation regarding special needs students, shall be made by the school principal to the **Student Evaluation Branch**, as soon as possible and not later than 90 days before the first examination date.

Special provisions are granted and applied for a specific examination administration. A renewed application for the special provisions must be requested, in writing, for any subsequent administration.

Students who write their examinations under special conditions will have their transcripts annotated with respect to the special provisions prevailing at the time of writing.

f Special Circumstances

Under certain circumstances, the school-awarded mark may be accepted upon application to and approval by the **Special Cases Committee**. (See pages 85 and 86 for further information.)

g Examination Results

Following each examination period, students will receive a results statement showing the most recent school-awarded mark, the current diploma examination mark and the subsequent blended mark.

Each school will receive a summary of scores for students registered in that school for each diploma examination. Consult the **Diploma Examinations Program, Annual Report** for assistance in interpreting the scores.

6 Appeal Procedures

a School Course Marks

School principals should inform students of appeal procedures. A student who is dissatisfied with a school-awarded mark may:

- appeal under the policies set by the local school authorities, or
- take the course again.

Changes to non-diploma examination course marks shall be received no later than October 31 of the current school year for marks originating in the previous school year.

b **Diploma
Examination
Marks**

A student who is dissatisfied with a Grade 12 diploma examination mark may:

- request a rescore, in writing, to the **Student Evaluation Branch, 11160 Jasper Avenue, Edmonton, Alberta, T5K 0L2** (Fax 422-4200), in accordance with the terms and date specified on the appropriate results statement
- rewrite the examination at a later administration date.

Although there is no fee for rewriting the Grade 12 diploma examinations, a prepaid fee is required for rescoreing an examination. The rescore fee is specified in the current edition of the **General Information Bulletin, Diploma Examinations Program** available from the **Student Evaluation Branch**. If there is an increase of 5% or more on rescoreing, the fee is refunded to the student.

The student will receive the result of the rescored examination as the final mark in that diploma examination, even if it is lower than the original mark.

Formal notifications of school mark changes in diploma examination courses shall be submitted to the **Information Services Branch** prior to dates published in the annual **General Information Bulletin, Diploma Examinations Program** for the release of results statements.

Requests to change diploma examination school course marks after the published dates shall be submitted to **Student Records, Information Services Branch, 11160 Jasper Avenue, Edmonton, Alberta, T5K 0L2** (Fax 422-2137), for approval.

7 **Diploma
Examination
Results
Statement**

A **Diploma Examination Results Statement** is issued to a student who completes one or more diploma examination courses in a given diploma examination administration. The statement reports the current diploma examination course achievement of a student, combined with the student's most recent school mark in the respective subject, to produce a final mark.

For students who may have two or more school marks, or two or more diploma examination marks in the same course, the final mark for official transcript purposes only, will be a blend of the highest school mark and the highest diploma examination mark achieved in the course within the current and previous two school years.

8 **High School
Diplomas,
Certificates of
Achievement
and
Transcripts**

The **Information Services Branch** issues either a **General High School Diploma, Advanced High School Diploma, High School Equivalency Diploma** or a **Certificate of Achievement** to students who meet the graduation requirements. A transcript showing the student's highest achievement in each completed course accompanies the diploma or certificate.

The transcript is produced from the student's Alberta Education student record. Courses deemed incomplete for any reason are not reported. Transcripts are annotated with regard to any special conditions that prevailed at the time of writing a diploma examination. It is the responsibility of the student to request an updated transcript when additional courses are completed following initial graduation, or as required. (See pages 16 to 20 for further information regarding graduation requirements.)

9 Provisions for Mature Students

Mature students may earn high school credits without holding the prerequisite courses. (See pages 82 to 85 for further information.)

10 Credits for Private School Instruction

When a registered private school is approved as an accredited private school, students enrolled in the school prior to the change in classification may be awarded high school credits for courses successfully completed prior to the change of classification, subject to the recommendation of the appropriate **Director, Regional Office of Alberta Education**. In these instances, the principal will be responsible for providing the appropriate **Director, Regional Office of Alberta Education**, with a record of the final mark awarded by the private school and an outline of each course for which credits for previous instruction are being granted.

When a student transfers to a school operated by a public or separate school board or an accredited private Alberta high school, from a registered Alberta private school or other non-accredited school, the student may be awarded credits for previous instruction at the discretion of the principal. In these instances, the student will be responsible for providing the principal with a record of the final mark awarded and an outline for each course for which credits are being granted.

When credits for previous instruction are awarded, the principal shall enter a "P" or "pass" in the course mark column (not a grade or percentage score) on the **High School Evaluation Report**.

ADMINISTRATION:

Special Provisions



1 Special Provisions for Mature Students

Mature Student Status is granted effective September 1 for the subsequent school year. All the necessary criteria must be satisfied prior to September 1.

- A mature student for Alberta General High School or Advanced High School Diploma credit purposes is one who, as of September 1 of the current school year (the student school year is September 1 to August 31), is:
 - 20 years of age or older; or
 - 19 years of age and who, since reaching the age of 18, has been out of school for eight consecutive months; (the eight consecutive months are required prior to September 1 of the current school year; and students are deemed to be in school if their Alberta High School Student Record lists a high school course completed within the eight-month period, other than by correspondence, private study or summer school [Term 4]; students transferring from outside of Alberta who have attended school within the eight-month period shall not be granted mature student status); or
 - the holder of a previously-awarded Alberta High School Diploma; or an equivalent high school diploma from a jurisdiction acceptable to the Minister.
- The privileges afforded by the granting of Mature Student Status are not applied retroactively to a student's completed course work on file with Alberta Education. The application of Mature Student Status is conditional upon the completion of new course work subsequent to September 1 of the school year in which the status becomes effective.
- If a dispute or uncertainty as to whether or not a person qualifies for Mature Student Status still exists after all avenues of appeal have been explored at the jurisdictional or local school authority level, cases may be submitted, in writing, to

the Executive Secretary, Special Cases Committee, Alberta Education, 11160 Jasper Avenue, Edmonton, Alberta, T5K 0L2 (Fax 422-4200). (See pages 85 and 86.)

- Mature students enrolled in credit courses must be registered with the Information Services Branch.
- A mature student may earn senior high school credits after successfully completing:
 - courses offered in a regular accredited school
 - courses offered under extension programs
 - courses offered by the Alberta Distance Learning Centre
 - a diploma examination conducted by Alberta Education with or without formal course instruction. (See pages 77 and 78 for the schedules of examination subjects.)
- A mature student is eligible to enroll in any course at the senior high school level or to write a diploma examination without holding the required prerequisite courses.
- A mature student who has achieved a standing of 50% or higher in a senior high school course, by any of the alternatives noted above, will automatically be awarded credits by Alberta Education in the normal prerequisite(s) for the course(s) completed. However, a mature student who completes a lower-level sequence and transfers to the highest course in a higher-level sequence will only receive credits for the courses completed. For example, a mature student completing English Language Arts 13, 23, 33 and 30 will receive 20 credits. (See Waiver of Prerequisites and Credits for Waived Prerequisite Courses, example 2, page 67.)
- Mature students are eligible to receive a General High School Diploma, Advanced High School Diploma or Certificate of Achievement upon completing the normal requirements. They are not, however, required to complete Physical Education 10 or Career and Life Management 20.

Note: Many local school authorities offer comprehensive programs for mature students in both credit and non-credit areas. Interested mature students should consult their local school authority for details of such programs.

△ Graduation Requirements for Mature Students

Mature students who enroll in high school courses may earn high school diplomas under the current requirements for general and advanced diplomas. Students who have not previously attended high school will meet the current requirements to earn high school diplomas. Students previously attending high school may meet the current requirements or the requirements preceding the current requirements, as follows:

High School Diploma Requirements

A high school diploma is awarded to a student holding 100 credits, subject to the following requirements:

- a. Language Arts—a minimum of 15 credits, 5 of which must be in English Language Arts 10 or 13 and 5 in English Language Arts 30 or 33.

- b. Social Studies and Social Sciences—a minimum of 10 credits, 5 of which must be earned in Social Studies 10. A maximum of 18 credits may be earned in the social sciences options.
- c. Physical Education 10—a minimum of 2 credits.
- d. Mathematics—a minimum of 5 credits with a maximum of: (i) 10 credits in Grade 10, and (ii) 15 credits in Grade 10 and 11 courses.
- e. Science—a minimum of 3 credits.
- f. Grade 12 courses—5 credits in English Language Arts 30 or 33 (or English 36^① if completed prior to September 1974) plus a minimum of 10 credits in other subjects at this level.

Credits earned in other approved high school courses may be used to obtain the required 100 credits.

The principal will forward a letter indicating which diploma requirements the student will be subject to, to the **Information Services Branch, 11160 Jasper Avenue, Edmonton, Alberta, T5K 0L2** (Fax 427-3201). This information may be provided at any time during the school year.

^① The English 36 course referred to here should not be confused with the Integrated Occupational Program English 36 course.

2 High School Equivalency Diploma

There are two ways to achieve a High School Equivalency Diploma.

Alternative 1

A person, 18 years or older, who is deficient in the credits needed for a General High School Diploma, and who has been out of school for at least 10 consecutive months, and who wishes to obtain a High School Equivalency Diploma, should apply to the principal of the high school in the community. The principal will forward a letter indicating that these requirements have been met to the **Information Services Branch, 11160 Jasper Avenue, Edmonton, Alberta, T5K 0L2** (Fax 427-3201). All necessary documents should be included with the letter.

The candidate shall obtain 100 school credits as set forth below:

- A minimum of 60 credits must be gained through classroom instruction in a school or other institution accredited by or acceptable to (for out-of-province students) Alberta Education, offering approved senior high school courses, as follows:
 - a high school course in mathematics 5 credits
 - a high school course in science 3 credits
 - English Language Arts 30 or 33 5 credits
 - one other Grade 12 course 5 credits
 - additional high school courses 42 credits
- A minimum of 40 additional credits, which must be earned as follows:
 - additional high school courses
 - additional approved adult education courses under recognized agencies (e.g., public colleges, institutes of technology, extension divisions of universities, adult evening classes) and/or

- a maximum of 15 credits for maturity, according to the following scale:

| | |
|-----------------------|------------|
| age 21–24 (inclusive) | 5 credits |
| age 25–29 (inclusive) | 10 credits |
| age 30 and over | 15 credits |
- a maximum of 5 credits for extensive travel
- a maximum of 5 credits for extensive reading or private study.

Alternative 2

A person, 18 years or older, who has been out of school for at least 10 consecutive months, who passes all 5 tests in the General Educational Development (G.E.D.) test battery with a minimum standard score of 45 or better, and meets the eligibility requirements, will be granted a High School Equivalency Diploma. Further information regarding the G.E.D. program may be obtained from the **Student Evaluation Branch** or the nearest **Regional Office of Alberta Education**.

3 Special Cases Committee

a Frame of Reference of the Committee

The committee deals with all matters that require the interpretation and application of policy relative to the programming for an individual student, as suggested under Functions of the Committee, as indicated below.

This committee is the final procedural level in the appeal process, outside of the Minister of Education. All other avenues of appeal must be explored at the level of the local school authority before making application for appeal to this provincial body.

b Membership of the Committee

The committee is chaired by the **Director, Student Evaluation Branch** and composed of four other directors of Alberta Education or their designates as approved by the chairman.

c Functions of the Committee

Specific examples of matters dealt with by the committee include the following:

- a. determining the number of high school credits to be awarded to out-of-province students who have appealed the evaluation given by the school in Alberta
- b. ruling on whether or not students who have been expelled from school should be permitted to write diploma examinations^①
- c. ruling in instances of disputed evaluation or instances of disputed diploma requirements^①

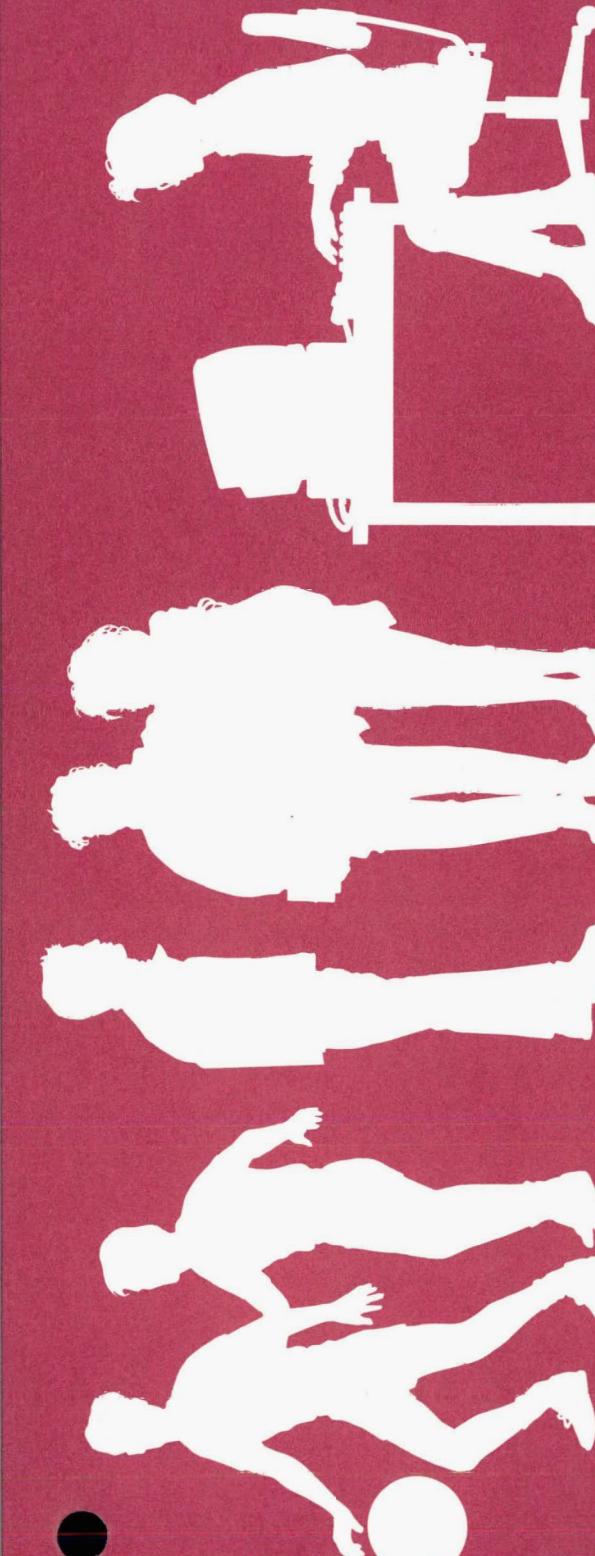
^① Both a school mark and an examination mark are required to calculate a student's final mark for official transcript purposes. Permission from the **Special Cases Committee** to write a diploma examination does not waive the requirement for a school mark to be reported for the student record.

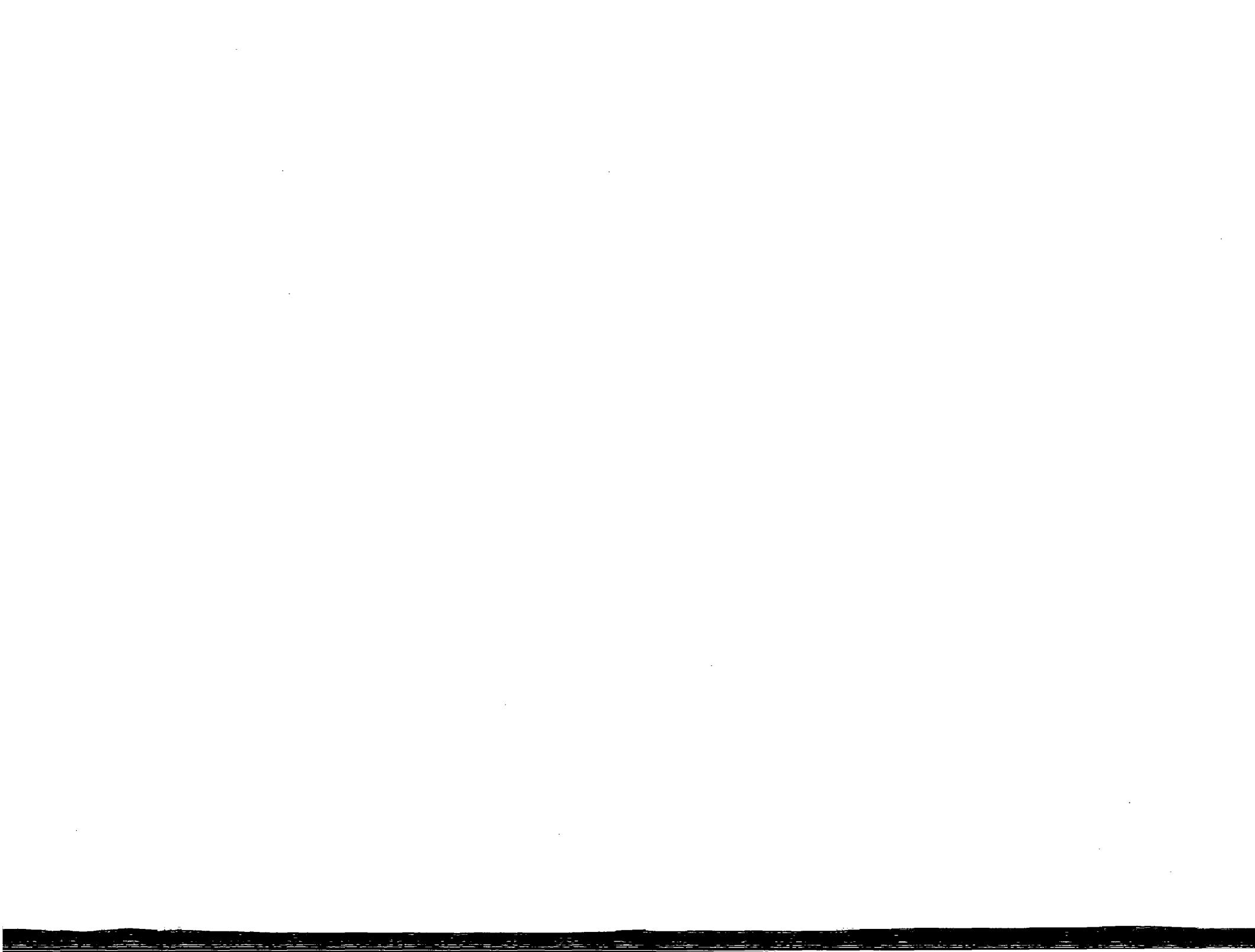
- d. ruling on student evaluation or diploma requirement matters where no policy or precedent exists
- e. determining "mature student" status in individual cases
- f. reviewing cases where retroactive credits are in dispute
- g. determining the variations in practice which may be permitted in the writing of examinations by students seeking a General or an Advanced High School Diploma.

d Directions for Contacting the Committee

- a. Students shall be informed of their right to appeal to the **Special Cases Committee**.
- b. Teachers, principals, students or other individuals in the province, who have explored all avenues of appeal at their jurisdictional or local school authority level and feel they have a case requiring special consideration should apply, in writing, to the **Executive Secretary, Special Cases Committee, Alberta Education, 11160 Jasper Avenue, Edmonton, Alberta, T5K 0L2** (Fax 422-4200). The written submission should provide reasons for the need to appeal and a rationale in support of the appeal.
- c. Persons who appeal to the **Special Cases Committee** shall concurrently advise the principal of the school and the superintendent of the local school authority where the student received instruction.
- d. Upon receiving notice of the appeal, the principal shall submit a written report to the **Special Cases Committee** outlining recommendations related to the appeal.

Appendices





Appendix I: Articulation with Alberta Apprenticeship and Trade Certification

The following information is provided to help schools and students with plans for their vocational high school programs as they relate to the Alberta Apprenticeship and Trade Certification programs.

a. Recognition of Alberta Vocational High School Subjects by the Institutes of Technology and Community Colleges

Advance placement may be granted by an institution on the basis of proof of successful completion of a high school vocational program (business or technical) and/or by obtaining a passing grade in an institution-administered entrance examination. To do so, arrangements must be made for individualized programs.

Students wishing to take advantage of these articulation provisions should write to the registrar of the institute of technology or community college by April 15, giving details of the high school program completed, or to be completed, and stating the post-secondary program in which they are interested. The institutions involved will communicate with students regarding specific information.

b. Articulation with the Alberta Apprenticeship and Trade Certification

Some vocational high school programs are similar to the junior periods of some apprenticeship programs. There are particular similarities between the following Alberta Education and Alberta Apprenticeship and Trade Certification programs:

| | |
|---------------------------------|--|
| Building Construction | Carpenter Apprenticeship |
| Electricity | Electrician Apprenticeship |
| Pipe Trades | Plumber Apprenticeship |
| Pipe Trades | Steamfitter Apprenticeship |
| Automotives | Motor Mechanic Apprenticeship |
| Auto Body | Auto Body Mechanic Apprenticeship |
| Sheet Metal | Sheet Metal Mechanic Apprenticeship |
| Machine Shop | Machinist Apprenticeship |
| Electronics | Electronic Technician Apprenticeship |
| Electronics | Communication Electrician Apprenticeship |
| Related Mechanics | Agricultural Mechanic Apprenticeship |
| Welding | Welder Apprenticeship |
| Food Preparation | Cook Apprenticeship |
| Hairstylist | Hairstylist Apprenticeship |

Δ Hairstylist
Replaces
Beautician

A person who presents to apprenticeship authorities of Alberta Advanced Education and Career Development at least 35 credits in one of the vocational high school programs (except beauty culture), and an acceptable application for apprenticeship in the corresponding apprenticeship program, may be granted apprenticeship credits on the following basis:

- For **building construction, electricity, automotives, machine shop, electronics, plumbing and steamfitting**—upon recommendation of the employer—twelve months of time credit (three months each of four twelve-month periods) and first and second period technical credit upon passing the examinations for these periods.
- For **appliance servicing**—upon recommendation of the employer—twelve months of time credit (four months each of three 1600 hour periods) and first period technical credit upon passing the examination.
- For **electronics into the communication electrician apprenticeship**—upon recommendation of the employer—credits arranged by evaluation of credentials. There are four "craft" areas in the apprenticeship program beyond the first period level.
- For **welding and food preparation**—upon recommendation of the employer—twelve months of time credit (four months each of three twelve-month periods) and first period technical credit upon passing the first period examination.
- For **auto body**—upon recommendation of the employer—one period of time credit (600 hours each of three 2100 hour periods) and first period technical credit upon passing the first period examination.
- For **sheet metal**—upon recommendation of the employer—one period of time credit (450 hours each of four 1800 hour periods) and first and second period technical credit upon passing the examination for these periods.
- For **related mechanics**—no accreditation arrangements.

△ **Hairstylist Replaces Beautician**

- For hairstylist—new accreditation arrangements:
 - All students graduating with 55 credits must find an employer willing to indenture them as apprentices. The application for apprenticeship will result in students receiving notice to appear for the theory examination, and being informed they need to serve two 700-hour periods of work experience before attempting the practical examination. When all requirements are met, the student will receive a Completion of Apprenticeship Certificate and a Journeyman Certificate.
 - High school (vocational) students with less than 55 credits, but more than 700 hours of instruction from an approved school, will be required to find an employer and indenture as apprentices. Upon presentation of documented proof of the above, the student may receive technical credit for the first apprenticeship period. On the employer's recommendation, the student may attempt the first period examination. With an employer's recommendation, an apprentice may also be granted work experience credit for the first period of apprenticeship, up to the maximum hours of time spent in school instruction. **Note that applicants in this category may not attempt second period examinations.** Apprentices must attend second period apprenticeship training and complete 1400 hours of work experience. Following this, apprentices may challenge the theory and practical examinations and, if successful, will receive a Completion of Apprenticeship Certificate and a Journeyman Certificate.
 - Students receiving less than 700 hours of instruction from an approved school must take both periods of apprenticeship technical training. However, with an employer's recommendation, an apprentice may be granted work experience for the first period up to the maximum hours of time spent in school instruction.
- A person who presents fewer than 35 credits in one of the articulated vocational programs may expect to be considered for less apprenticeship credit, on the basis of individual performance, upon undertaking the apprenticeship.

Note: Vocational high school credits acceptable for articulation with apprenticeship programs may be altered from time to time, due to changes in programming recommended by provincial advisory committees.

Appendix II: Provincially Authorized Senior High School Courses

Complementary course categories are presented in alphabetical order. Courses within each category are listed in the sequential numerical order of the course codes. Prerequisite courses are indicated by their linear arrangement across the page, or by the line symbol [used to indicate a prerequisite that leads to more than one course.

| Grade 10 | Grade 11 | Grade 12 |
|--|---|---|
| LANGUAGE ARTS | | |
| ENGLISH | | |
| 1100 English Language Arts 10 .. (5) | 2100 English Language Arts 20 .. (5) | 3100 English Language Arts 30 .. (5) |
| 1115 English Language Arts 13 .. (5) | 2115 English Language Arts 23 .. (5) | 3115 English Language Arts 33 .. (5) |
| | Any two of: ① | |
| | 2141 Communications 21a .. (3) | |
| | 2142 Communications 21b .. (3) | |
| | 2143 Literature 21a .. (3) | |
| | 2144 Literature 21b .. (3) | |
| English as a Second Language 10a .. No Credit | | |
| 1117 English as a Second Language 10b .. (5) | | |
| 1118 English as a Second Language 10c .. (5) | | |
| 1145 Reading 10 .. (3)(4)(5) | | |
| FRANÇAIS | | |
| 1301 Français 10 ② .. (5) | 2301 Français 20 ② .. (5) | 3301 Français 30 ② .. (5) |
| 1314 Français 13 .. (5) | | |
| LANGUAGE ARTS COURSES IN IMMERSION PROGRAMS | | |
| 1304 French Language Arts 10 ② .. (5) | 2304 French Language Arts 20 ② .. (5) | 3304 French Language Arts 30 ② .. (5) |
| 1313 Ukrainian Language Arts 10 .. (5) | 2313 Ukrainian Language Arts 20 .. (5) | 3313 Ukrainian Language Arts 30 .. (5) |
| SECOND LANGUAGES | | |
| 1302 French 10S ③ .. (5) | 2300 French 20 ③ .. (5) | 3300 French 30 ③ .. (5) |
| 1303 French 10N ③ .. (5) | 2302 French 20S ③ .. (5) | 3302 French 30S ③ .. (5) |
| 1305 French 13 ④ .. (5) | 2303 French 20N ③ .. (5) | 3303 French 30N ③ .. (5) |
| 1309 French 10 (New) ④ .. (5) | 2309 French 20 (New) ⑤ .. (5) | 3309 French 30 (New) ⑥ .. (5) |
| 1315 German 10 .. (5) | 2315 German 20 .. (5) | 3315 German 30 .. (5) |
| 1322 Italian 10 .. (5) | 2322 Italian 20 .. (5) | 3322 Italian 30 .. (5) |
| 1325 Latin 10 .. (5) | 2325 Latin 20 .. (5) | 3325 Latin 30 .. (5) |
| 1345 Spanish 10 .. (5) | 2345 Spanish 20 .. (5) | 3345 Spanish 30 .. (5) |
| 1355 Ukrainian 10 .. (5) | 2355 Ukrainian 20 .. (5) | 3355 Ukrainian 30 .. (5) |
| 1356 Ukrainian 10S ③ .. (5) | 2356 Ukrainian 20S ③ .. (5) | 3356 Ukrainian 30S ③ .. (5) |
| 1361 Cree Language & Culture 10 .. (5) | 2361 Cree Language & Culture 20 .. (5) | 3361 Cree Language & Culture 30 .. (5) |
| 1369 Blackfoot Language & Culture 10 .. (5) | 2369 Blackfoot Language & Culture 20 .. (5) | 3369 Blackfoot Language & Culture 30 .. (5) |

(continued)

Δ **New Courses in French, Cree and Blackfoot, Addition of German 31**

- ① These courses may not be used as substitutes for English Language Arts 20 or 23 for students who entered Grade 10 as of September 1988.
- ② Français 10-20-30 replaced Langue et littérature for francophone students and French Language Arts 10-20-30 replaced Langue et littérature for immersion students as of September 1989.
- ③ These course numberings refer to the three-year (French 10), six-year (French 10S, French 20S, French 30S, Ukrainian 10S, Ukrainian 20S, Ukrainian 30S) and nine-year (French 10N, French 20N, French 30N) programs approved in 1980. Students may pursue French 30S for credit purposes after having completed the courses in French 10-20-30. Such students may receive credits in both French 30 and French 30S. The same provision applies to students who wish to pursue French 30N after completing the French 30S stream. In this way, students can improve their communication skills by taking courses at a more advanced proficiency level.
- ④ Provincial implementation of French 13 and French 10 (New) is in the 1993-94 school year.
- ⑤ This course may be offered by local school authorities in the 1993-94 school year. Provincial implementation will be in the 1994-95 school year.
- ⑥ This course may be offered by local school authorities in the 1993-94 and 1994-95 school year. Provincial implementation will be in the 1995-96 school year.

| Grade 10 | Grade 11 | Grade 12 |
|--|--|--|
| MATHEMATICS | | |
| 1200 Mathematics 10 (5) | 2200 Mathematics 20 (5) | 3200 Mathematics 30 ① (5) 3211 Mathematics 31 ① (5) |
| 1216 Mathematics 13 (5) | 2216 Mathematics 23 (5) | 3216 Mathematics 33 (5) |
| 1225 Mathematics 14 ② (5) | 2225 Mathematics 24 ② (3)(5) | |
| SCIENCE | | |
| 1230 Biology 10 ④ (3) | 2230 Biology 20 (3) | 3230 Biology 30 ④ ⑥ (5) |
| 1240 Chemistry 10 ④ (3) | 2240 Chemistry 20 (3) | 3240 Chemistry 30 ④ ⑥ (5) |
| 1260 Physics 10 ③ ④ (3) | 2260 Physics 20 (3) | 3260 Physics 30 ④ ⑥ (5) 3275 Physics 32 ⑤ (5) |
| 1270 Science 10 (5) | 2231 Biology 20 (New) ③ (5) 2242 Chemistry 20 (New) ③ (5) 2261 Physics 20 (New) ③ (5) 2270 Science 20 (5) | |
| 1285 Science 14 (5) | 2285 Science 24 (3)(5) | |
| 1800 Agriculture 10 ⑦ (3)(5) | 2800 Agriculture 20 ⑦ .. (3)(5)(10) | 3800 Agriculture 30 ⑦ .. (5)(10)(15) |
| COMPUTER LITERACY ⑧ | | |
| 1529 Computer Literacy 10 (3) | | |
| SOCIAL STUDIES ⑨ | | |
| 1150 Social Studies 10 (5) | 2150 Social Studies 20 (5) | 3150 Social Studies 30 (5) |
| 1151 Social Studies 13 (5) | 2151 Social Studies 23 (5) | 3151 Social Studies 33 (5) |
| PERSONAL DEVELOPMENT | | |
| 1415 Health and Personal Development 10 ... (2)(3)(4)(5) | 2416 Career and Life Management 20 (3)(4)(5) | |
| 1435 Occupations 10 (2)(3) | | |
| 1445 Physical Education 10 .. (3)(4)(5) | 2445 Physical Education 20 .. (3)(4)(5) | 3445 Physical Education 30 .. (3)(4)(5) |
| 1450 Driver and Traffic Safety Education 10 (2) | | |

(continued)

△ Addition of Science 20 and the New Biology 20, Chemistry 20 and Physics 20 Courses

- ① Mathematics 30 is the corequisite for Mathematics 31.
- ② Mathematics 14 and 24 replace Mathematics 15 and 25.
- ③ The provincial implementation date for the new Biology 20, Chemistry 20, Physics 20 and Science 20 courses is September 1993.
- ④ The current 10-20-30 level courses in biology, chemistry and physics as well as their 30-level diploma examinations will be available to students who entered Grade 10 in the 1991-92 school year, until the end of the 1993-94 school year.
- ⑤ Physics 32 will be phased out when the new Physics 30 course is introduced.
- ⑥ Provincial implementation of the new Biology 30, Chemistry 30, Physics 30 and Science 30 will be September 1994.
- ⑦ See page 26 for additional information.
- ⑧ Either Computer Literacy 10 or Computer Processing 10 may be used as the prerequisite to Computer Processing 20, but only one will be accepted for credit. In the Computer Processing 10-20-30 sequence or, alternatively, the Computer Literacy 10—Computer Processing 20 and 30 sequence, a maximum of 15 credits has been set.
- ⑨ See page 37 for additional information.

| Grade 10 | Grade 11 | Grade 12 | | | |
|----------------------------------|---------------------------------------|-----------------------------------|-----------------------------------|----------------------------------|-----|
| BUSINESS EDUCATION ① | | | | | |
| | 2430 Law 20 | (3) (5) | | | |
| | | 3430 Law 30 | | | |
| 1501 Accounting 10 | (3) (5) | 3500 Accounting 30 | | | |
| 1527 Computer Processing 10 ② | (3) (5) | 3527 Computer Processing 30 | | | |
| 1529 Computer Literacy 10 ② | (3) | | | | |
| | 2527 Computer Processing 20 | (3) (5) | | | |
| | 2540 Marketing 20 | (3) (5) | | | |
| | 2541 Basic Business 20 | (3) (5) | | | |
| 1542 Business Education 10 | (3) (5) (10) | 3541 Basic Business 30 | | | |
| | 2542 Business Education 20 | (3) (5) (10) | | | |
| 1550 Record Keeping 10 | (3) | 3542 Business Education 30 | | | |
| | 2543 Business Communications 20 | (3) | | | |
| | 2544 Business Calculations 20 | (3) | | | |
| | 2545 Office Procedures 20 | (3) (5) | | | |
| 1565 Typewriting 10 ③ | (3) (5) | 2555 Shorthand 20 | (3) (5) | | |
| | 2565 Typewriting 20 ③ | (3) (5) | 3545 Office Procedures 30 ③ | (3) (5) | |
| | 2566 Dicta Typing 20 | (3) | 3555 Shorthand 30 ③ | (3) (5) | |
| | | | 3565 Typewriting 30 | (5) | |
| | | | 3567 Word Processing 30 | (3) | |
| FINE ARTS | | | | | |
| 1400 Art 10 | (3) (4) (5) | 2400 Art 20 | (3) (4) (5) | 3400 Art 30 | (5) |
| 1405 Art 11 | (3) (4) (5) | 2405 Art 21 | (3) (4) (5) | 3405 Art 31 | (5) |
| 1410 Drama 10 | (3) (5) | 2410 Drama 20 | (3) (5) | 3410 Drama 30 | (5) |
| 1420 Choral Music 10 | (3) (5) | 2420 Choral Music 20 | (3) (5) | 3420 Choral Music 30 | (5) |
| 1424 General Music 10 | (3) (5) | 2424 General Music 20 | (3) (5) | 3424 General Music 30 | (5) |
| 1425 Instrumental Music 10 | (3) (5) | 2425 Instrumental Music 20 | (3) (5) | 3425 Instrumental Music 30 | (5) |

(continued)

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Δ Addition of Courses in General Music 10-20-30

- ① Please refer to the **Business Education Manual for Administrators, Counsellors and Teachers (1987)**, available from the **Learning Resources Distributing Centre, 12360 – 142 Street, Edmonton, Alberta, T5L 4X9**, for maximum credit limits for business education programs.
- ② Either Computer Literacy 10 or Computer Processing 10 may be used as the prerequisite to Computer Processing 20, but only one will be accepted for credit. In the Computer Processing 10–20–30 sequence or, alternatively, the Computer Literacy 10—Computer Processing 20 and 30 sequence, a maximum of 15 credits has been set.
- ③ Typewriting 10 is required for Dicta Typing 20; Typewriting 20 is required for Word Processing 30, Shorthand 30 and Office Procedures 30.

| Grade 10 | Grade 11 | Grade 12 |
|---|---|---|
| HOME ECONOMICS | | |
| 1601 Clothing & Textiles 10 (3) (4) (5) | 2601 Clothing & Textiles 20 (3) (4) (5) | 3601 Clothing & Textiles 30 (3) (4) (5) |
| 1611 Food Studies 10 (3) (4) (5) | 2611 Food Studies 20 (3) (4) (5) | 3611 Food Studies 30 (3) (4) (5) |
| 1621 Personal Living Skills 10 (3) (4) (5) | 2621 Personal Living Skills 20 (3) (4) (5) | 3621 Personal Living Skills 30 (3) (4) (5) |
| INDUSTRIAL EDUCATION ① | | |
| General Courses | | |
| 1715 Drafting 10 (3) (4) (5) | 2715 Drafting 20 (3) (4) (5) | |
| 1727 Industrial Education 10a (3) (4) (5) | 2727 Industrial Education 20a (3) (4) (5) | 3727 Industrial Education 30a (3) (4) (5) |
| 1728 Industrial Education 10b (3) (4) (5) | 2728 Industrial Education 20b (3) (4) (5) | 3728 Industrial Education 30b (3) (4) (5) |
| 1741 Industrial Education 10c (3) (4) (5) | 2741 Industrial Education 20c (3) (4) (5) | 3741 Industrial Education 30c (3) (4) (5) |
| 1742 Industrial Education 10d (3) (4) (5) | 2742 Industrial Education 20d (3) (4) (5) | 3742 Industrial Education 30d (3) (4) (5) |
| 1924 Industrial Physics 12 (5) | 2924 Industrial Physics 22 (5) | 3924 Industrial Physics 32 (5) |
| | | |

(continued)

① See page 28 for additional information.

| Grade 10 | Grade 11 | Grade 12 |
|---|--|--|
| INDUSTRIAL EDUCATION ① (continued) | | |
| Career Fields | | |
| a) Construction and Fabrication | | |
| 1836 Building Construction 12 ... (5) | 2836 Building Construction 22a ... (5) 2837 Building Construction 22b ... (5) 2838 Building Construction 22c ... (5) | 3836 Building Construction 32a ... (5) 3837 Building Construction 32b ... (5) 3838 Building Construction 32c (5) (10) |
| 1936 Machine Shop 12 (5) | 2936 Machine Shop 22a (5) 2937 Machine Shop 22b (5) 2938 Machine Shop 22c (5) | 3936 Machine Shop 32a (5) 3937 Machine Shop 32b (5) 3938 Machine Shop 32c (5) (10) |
| 1949 Piping 12 (5) | 2949 Piping 22a (5) 2950 Piping 22b (5) 2951 Piping 22c (5) | 3949 Piping 32a (5) 3950 Piping 32b (5) 3951 Piping 32c (5) (10) |
| 1968 Sheet Metal 12 (5) | 2968 Sheet Metal 22a (5) 2969 Sheet Metal 22b (5) 2970 Sheet Metal 22c (5) | 3968 Sheet Metal 32a (5) 3969 Sheet Metal 32b (5) 3970 Sheet Metal 32c (5) (10) |
| 1980 Welding 12 (5) | 2980 Welding 22a (5) 2981 Welding 22b (5) 2982 Welding 22c (5) | 3980 Welding 32a (5) 3981 Welding 32b (5) 3982 Welding 32c (5) (10) |
| b) Electricity-Electronics | | |
| 1731 Electricity-Electronics 12 ... (5) | 2880 Electricity 22a (5) 2881 Electricity 22b (5) 2882 Electricity 22c (5) 2888 Electronics 22a (5) 2889 Electronics 22b (5) 2890 Electronics 22c (5) | 3880 Electricity 32a (5) 3881 Electricity 32b (5) 3882 Electricity 32c (5) (10) 3888 Electronics 32a (5) 3889 Electronics 32b (5) 3890 Electronics 32c (5) (10) |
| c) Graphic Communications | | |
| 1736 Visual Communications 12 ... (5) | 2737 Vis. Com. 22a (5) 2738 Vis. Com. 22b (5) 2739 Vis. Com. 22c (5) | 3737 Vis. Com. 32a (5) 3738 Vis. Com. 32b (5) 3739 Vis. Com. 32c (5) (10) |
| 1864 Drafting 12 (5) | 2904 Graphic Arts 22a (5) 2905 Graphic Arts 22b (5) 2906 Graphic Arts 22c (5) | 3904 Graphic Arts 32a (5) 3905 Graphic Arts 32b (5) 3906 Graphic Arts 32c (5) (10) |
| 1715 Drafting 10 (3) (4) (5) | 2715 Drafting 20 (3) (4) (5) | |
| 1736 Visual Communications 12 ... (5) | 2864 Drafting 22a (5) | 3864 Drafting 32a (5) |
| 1864 Drafting 12 (5) | 2865 Drafting 22b (5) 2866 Drafting 22c (5) | 3865 Drafting 32b (5) 3866 Drafting 32c (5) (10) |

(continued)

① See page 28 for additional information.

| Grade 10 | Grade 11 | Grade 12 |
|---|--|--|
| INDUSTRIAL EDUCATION (continued) | | |
| d) Horticulture | | |
| 1916 Horticulture 12 (5) | 2916 Horticulture 22a (5) 2917 Horticulture 22b (5) 2918 Horticulture 22c (5) | 3916 Horticulture 32a (5) 3917 Horticulture 32b (5) 3918 Horticulture 32c (5) (10) |
| e) Mechanics | | |
| 1746 Mechanics 12 (5) | 2809 Related Mechanics 22a (5) 2810 Related Mechanics 22b (5) 2811 Related Mechanics 22c (5) 2824 Automotives 22a (5) 2825 Automotives 22b (5) 2826 Automotives 22c (5) | 3809 Related Mechanics 32a (5) 3810 Related Mechanics 32b (5) 3811 Related Mechanics 32c (5) (10) 3824 Automotives 32a (5) 3825 Automotives 32b (5) 3826 Automotives 32c (5) (10) |
| 1816 Auto Body 12 (5) | 2816 Auto Body 22a (5) 2817 Auto Body 22b (5) 2818 Auto Body 22c (5) | 3816 Auto Body 32a (5) 3817 Auto Body 32b (5) 3818 Auto Body 32c (5) (10) |
| 1746 Mechanics 12 (5) | | |
| f) Personal Services | | |
| 1832 Beauty Culture 12 (5) | 2832 Beauty Culture 22a (5) 2833 Beauty Culture 22b (5) 2834 Beauty Culture 22c (5) | 3832 Beauty Culture 32a (5) 3833 Beauty Culture 32b (5) 3834 Beauty Culture 32c (5) (10) 3835 Beauty Culture 32d (5) (10) (15) |
| 1896 Food Preparation 12 (5) | 2896 Food Preparation 22a (5) 2897 Food Preparation 22b (5) 2898 Food Preparation 22c (5) | 3896 Food Preparation 32a (5) 3897 Food Preparation 32b (5) 3898 Food Preparation 32c (5) (10) 3899 Food Preparation 32d (5) |
| 1961 Health Services 12 (5) | 2961 Health Services 22 (5) | 3961 Health Services 32a (5) 3962 Health Services 32b (5) |

(continued)

| Grade 10 | Grade 11 | Grade 12 |
|--|--|--|
| SOCIAL SCIENCES | | |
| | 2155 Political Thinking 20 (3) | |
| 2156 Comparative Government 20 (3) | | |
| | 2160 Religious Ethics 20 (3) | |
| | 2161 Religious Meanings 20 (3) | |
| 2166 Local and Canadian Geography 20 (3) | | |
| | 2171 Personal Psychology 20 (3) | |
| 2172 General Psychology 20 (3) | | |
| | 2176 General Sociology 20 (3) | |
| 2177 Sociological Institutions 20 (3) | | |
| | 2181 Origins of Western Philosophy 20 (3) | |
| 2182 Contemporary Western Philosophy 20 (3) | | |
| | 2185 Western Canadian History 20 (3) | |
| | 2186 Canadian History 20 (3) | |
| 2187 Economics for Consumers 20 (3) | | |
| | 3156 International Politics 30 (3) | |
| 3161 World Religions 30 (3) | | |
| | 3166 World Geography 30 (3) | |
| 3171 Experimental Psychology 30 (3) | | |
| | 3175 Cultural and Physical Anthropology 30 (3) | |
| 3176 Applied Sociology 30 (3) | | |
| | 3182 Philosophies of Man 30 (3) | |
| 3183 Microeconomics 30 (3) | | |
| | 3185 Western World History 30 .. (3) | |
| | 3194 Macroeconomics 30 (3) | |
| OTHER INSTRUCTION | | |
| 1998 Work Experience 15 (3)(5) | 2998 Work Experience 25 (3)(5) | 3998 Work Experience 35 (3)(5) |
| △ 1997 Work Experience (Cooperative Education) 15a (10) | 2997 Work Experience (Cooperative Education) 25a (10) | 3997 Work Experience (Cooperative Education) 35a (10) |
| | | |
| 1999 Special Projects 10 (3)(5) | 2999 Special Projects 20 (3)(5) | 3999 Special Projects 30 (3)(5) |

(continued)

△ **Addition of 3 Credits for
Special Projects 30**
**Addition of Work Experience (Cooperative
Education) 15a-25a-35a (10 Credits Each)**

| Grade 10 | Grade 11 | Grade 12 |
|---|---|---|
| INTEGRATED OCCUPATIONAL PROGRAM | | |
| Academic Component | | |
| 1119 English 16 (3) | 2119 English 26 (3) | 3119 English 36 (3) |
| 1159 Social Studies 16 (3) | 2159 Social Studies 26 (3) | 3802 Agricultural Mechanics 36 .. (10) |
| 1226 Mathematics 16 (3) | 2226 Mathematics 26 (3) | 3915 Horticultural Services 36 .. (10) |
| 1291 Science 16 (3) | 2291 Science 26 (3) | |
| Occupational Component | | |
| a) Agribusiness | | |
| 1801 Agricultural Production 16 (3 or 5) | 2801 Agricultural Production 26 (10) | 3801 Agricultural Production 36 .. (10) |
| 1802 Agricultural Mechanics 16 (3 or 5) | 2802 Agricultural Mechanics 26 (10) | 3802 Agricultural Mechanics 36 .. (10) |
| 1915 Horticultural Services 16 (3 or 5) | 2915 Horticultural Services 26 .. (10) | 3915 Horticultural Services 36 .. (10) |
| b) Business and Office Operations | | |
| 1546 Business Services 16 (3 or 5) | 2546 Business Services 26 (10) | 3546 Business Services 36 (10) |
| 1547 Office Services 16 (3 or 5) | 2547 Office Services 26 (10) | 3547 Office Services 36 (10) |
| c) Construction and Fabrication | | |
| 1847 Building Services 16 (3 or 5) | 2847 Building Services 26 (10) | 3847 Building Services 36 (10) |
| 1851 Construction Services 16 (3 or 5) | 2851 Construction Services 26 .. (10) | 3851 Construction Services 36 ... (10) |
| d) Creative Arts | | |
| 1407 Crafts and Arts 16 (3 or 5) | 2407 Crafts and Arts 26 (10) | 3407 Crafts and Arts 36 (10) |
| 1408 Technical Arts 16 (3 or 5) | 2408 Technical Arts 26 (10) | 3408 Technical Arts 36 (10) |
| e) Natural Resources | | |
| 1941 Natural Resource Services 16 (3 or 5) | 2941 Natural Resource Services 26 (10) | 3941 Natural Resource Services 36 (10) |
| f) Personal and Public Services | | |
| 1602 Child and Health Care 16 (3 or 5) | 2602 Child and Health Care 26 .. (10) | 3602 Child and Health Care 36 .. (10) |
| 1603 Esthetology 16 (3 or 5) | 2603 Esthetology 26 (10) | 3603 Esthetology 36 (10) |
| 1831 Hair Care 16 (3 or 5) | 2831 Hair Care 26 (10) | 3831 Hair Care 36 (10) |
| 1877 Fashion and Fabric Services 16 (3 or 5) | 2877 Fashion and Fabric Services 26 (10) | 3877 Fashion and Fabric Services 36 (10) |
| g) Tourism and Hospitality | | |
| 1632 Commercial Food Preparation 16 (3 or 5) | 2632 Commercial Food Preparation 26 (10) | 3632 Commercial Food Preparation 36 (10) |
| 1633 Food Services 16 (3 or 5) | 2633 Food Services 26 (10) | 3633 Food Services 36 (10) |
| 1634 Maintenance and Hospitality Services 16 (3 or 5) | 2634 Maintenance and Hospitality Services 26 (10) | 3634 Maintenance and Hospitality Services 36 (10) |
| h) Transportation | | |
| 1747 Automotive Services 16 . (3 or 5) | 2747 Automotive Services 26 ... (10) | 3747 Automotive Services 36 (10) |
| 1748 Service Station Services 16 (3 or 5) | 2748 Service Station Services 26 (10) | 3748 Service Station Services 36 .. (10) |
| 1749 Warehouse Services 16 . (3 or 5) | 2749 Warehouse Services 26 (10) | 3749 Warehouse Services 36 (10) |

Appendix III: Approved Locally Developed and Authorized Senior High School Courses

A Additional Information

Refer to Locally Developed and Authorized Senior High School Courses, Policy Number 05-07-01 in the Alberta Education Policy Manual for the policy and procedures for locally developed and authorized senior high school courses.

Local school authorities shall forward all completed authorizations of credit courses (including second language courses) to the Director, Curriculum Branch by May 31 for implementation in the first semester of the following year, or by December 31 for implementation in the second semester of the same school year. Alberta Education will keep these on file and also place them in a locally developed courses data base.

All school authorities wishing to continue offering a locally authorized course shall reauthorize their locally developed courses or programs every three years.

The local school authority will inform the Director, Curriculum Branch of all locally developed course reauthorizations (including second language courses). The new board motion for these reauthorizations will also be forwarded to the Director, Curriculum Branch for all courses (including second language courses).

| Grade 10 | Grade 11 | Grade 12 |
|---|--|--|
| CULTURES AND SECOND LANGUAGES | | |
| 1378 American Sign Language 15 (5) | 2378 American Sign Language 25 (5) | 3378 American Sign Language 35 (5) |
| 1316 Arabic 15 (3) | 2316 Arabic 25 (5) | 3316 Arabic 35 (5) |
| 1326 Arabic Language Arts 15 ... (5) | 2326 Arabic Language Arts 25 ... (5) | 3326 Arabic Language Arts 35 ... (5) |
| 1371 Blackfoot 15 (5) | 2371 Blackfoot 25 (5) | |
| 1189 Blackfoot Studies 15 (5) | | |
| 1372 Chinese 15 (5) | 2372 Chinese 25 (5) | 3372 Chinese 35 (5) |
| 1327 Chinese (Mandarin) Language Arts 15 (5) | 2327 Chinese (Mandarin) Language Arts 25 (5) | 3327 Chinese (Mandarin) Language Arts 35 (5) |
| 1377 Chinese Studies 15 (5) | 2377 Chinese Studies 25 (5) | 3377 Chinese Studies 35 (5) |
| 1370 Cree 15 (5) | 2370 Cree 25 (5) | 3370 Cree 35 (5) |
| 1320 German Literature 15 (5) | 2320 German Literature 25 (5) | 3320 German Literature 35 (5) |
| 1319 Greek 15 (5) | 2319 Greek 25 (5) | 3319 Greek 35 (5) |
| 1375 Hebrew 15 (5) | 2375 Hebrew 25 (5) | 3375 Hebrew 35 (5) |
| 1321 Hungarian 15 (5) | 2321 Hungarian 25 (5) | 3321 Hungarian 35 (5) |
| 1141 Introduction to Modern Languages 15 (3)(5) | | |
| 1373 Japanese 15 (5) | 2373 Japanese 25 (5) | 3373 Japanese 35 (5) |
| 1332 Polish 15 (5) | 2332 Polish 25 (5) | 3332 Polish 35 (5) |
| 1333 Portuguese 15 (5) | 2333 Portuguese 25 (5) | 3333 Portuguese 35 (5) |
| 1344 Spanish 15 (5) | 2344 Spanish 25 (5) | 3344 Spanish 35 (5) |
| 1318 Swedish 15 (5) | 2318 Swedish 25 (5) | 3318 Swedish 35 (5) |
| 1324 Swedish Studies 15 (5) | 2324 Swedish Studies 25 (5) | 3324 Swedish Studies 35 (5) |
| SCIENCE | | |
| | 2276 Aeroscience 25 (5) | 3276 Aeroscience 35 (5)(10) |
| | | 3233 Biology 35 (5) |
| 1257 Geology 15 (3) | 2257 Geology 25 (3) | |
| 1290 Science 15 (3)(5) | 2290 Science 25 (3)(5) | 3290 Science 35 (5) |
| SOCIAL SCIENCES | | |
| 1192 Asia Pacific Rim Studies 15 (3) | 2192 Asia Pacific Rim Studies 25 .. (5) | |
| 1198 Histoire et civilisation 15 ... (5) | 2198 Histoire et civilisation 25 ... (5) | 3198 Histoire et civilisation 35 ... (5) |
| 1199 Native Studies 15 (3) | | |

A Check for Additions and Deletions

(continued)

| Grade 10 | Grade 11 | Grade 12 |
|---|--|---|
| PERSONAL DEVELOPMENT | | |
| 1456 Outdoor Leadership 15 (5) | 2457 Outdoor Education 25 (5) | 3456 Outdoor Leadership 35 (5) |
| 1455 Outdoor Living 15 (3) | 2456 Outdoor Leadership 25 (5) | |
| 1437 Perspectives for Living 15 (3) (5) | | |
| 1460 Religious Studies 15 (3) (5) | 2460 Religious Studies 25 (3) (5) | 3460 Religious Studies 35 (3) (5) |
| INTERNATIONAL BACCALAUREATE (I.B.)^① | | |
| 1232 Biology 15 (I.B.) (3) | 2232 Biology 25 (I.B.) (3) | 3241 Chemistry 35 (I.B.) (5) |
| | 2241 Chemistry 25 (I.B.) (3) | 3110 English 35 (I.B.) (5) |
| | 2262 Physics 25 (I.B.) (3) | 3262 Physics 35 (I.B.) (5) |
| | | 3152 Theory of Knowledge 35 (I.B.) (3) |
| ADVANCED PLACEMENT (A.P.) | | |
| | | 3217 Mathematics 35 (A.P.) (5) |
| FINE ARTS | | |
| 1975 Advanced Acting/ Touring Theatre 15 (3) (5) | 2975 Advanced Acting/ Touring Theatre 25 (3) (5) | 3975 Advanced Acting/ Touring Theatre 35 (3) (5) |
| 1412 Ballet 15 (5) | 2412 Ballet 25 (5) | 3412 Ballet 35 (5) |
| 1413 Dance 15 (3) (5) | 2413 Dance 25 (5) | 3413 Dance 35 (5) |
| 1427 Music 15 (3) (4) (5) | 2427 Music 25 (3) (4) (5) | 3427 Music 35 (5) |
| 1979 Musical Theatre 15 (3) (5) | 2979 Musical Theatre 25 (3) (5) | 3979 Musical Theatre 35 (3) (5) |
| 1944 Performing Arts 15 (5) | 2944 Performing Arts 25a (5) | 3944 Performing Arts 35a (5) |
| | 2945 Performing Arts 25b (5) | 3945 Performing Arts 35b (5) |
| | 2946 Performing Arts 25c (5) | 3946 Performing Arts 35c (5) |
| 1971 Television Arts 15 (3) (5) | | |
| 1943 Theatre Arts 15 (5) | 2943 Theatre Arts 25 (5) | 3943 Theatre Arts 35 (5) |
| PRACTICAL ARTS | | |
| a) Mechanics | | |
| | 2804 Aircraft Maintenance 25a (5) | 3804 Aircraft Maintenance 35a (5) |
| | 2805 Aircraft Maintenance 25b (5) | 3805 Aircraft Maintenance 35b (5) |
| | 2806 Aircraft Maintenance 25c (5) | 3806 Aircraft Maintenance 35c (5) (10) |
| 1828 Automotives 15 (5) (10) (15) | 2828 Automotives 25 (5) (10) (15) | 3828 Automotives 35 (5) (10) (15) (20) |
| 1701 Car Care 15 (5) | 2701 Car Care 25 (5) | |
| b) Construction and Fabrication | | |
| 1840 Building Construction 15 (5) | 2840 Building Construction 25 (5) (10) (15) | 3840 Building Construction 35 (5) (10) (15) (20) |
| 1842 Building Operations 15 (5) (10) | 2842 Building Operations 25 (5) (10) (15) | 3842 Building Operations 35 (5) (10) (15) (20) |
| 1841 Building Subtrades 15 (5) | 2841 Building Subtrades 25 (5) (10) (15) | |
| 1844 Carpentry 15 (5) (10) | 2844 Carpentry 25 (5) (10) (15) | 3844 Carpentry 35 ... (5) (10) (15) (20) |
| 1984 Welding 15 (5) (10) | 2984 Welding 25 (5) (10) (15) | 3984 Welding 35 (5) (10) (15) (20) |
| c) Creative Arts | | |
| 1852 Commercial Art 15 (5) | 2848 Commercial Art 25a (5) | 3848 Commercial Art 35a (5) |
| | 2849 Commercial Art 25b (5) | 3849 Commercial Art 35b (5) |
| | 2850 Commercial Art 25c (5) | 3850 Commercial Art 35c (5) (10) |
| | 2868 Drafting 25 (5) (10) (15) | 3868 Drafting 35 (5) (10) (15) |
| | | 3715 Drafting 34 (5) |

(continued)

^① Locally developed courses approved to fulfill International Baccalaureate requirements are designated with the letters I.B. in parentheses. Local school authorities offering the International Baccalaureate program are permitted to develop and authorize these courses. Only those schools offering the International Baccalaureate program are permitted to use these courses.

| Grade 10 | Grade 11 | Grade 12 |
|---|---|--|
| PRACTICAL ARTS (continued) | | |
| c) Creative Arts (continued) | | |
| 1978 Photography 15 (5) (10) | 2978 Photography 25 (5) (10) | |
| 1987 Technical Theatre 15 (3) (5) | 2987 Technical Theatre 25 (3) (5) | 3987 Technical Theatre 35 (3) (5) |
| | 2972 Television Crafts 25a (5) | 3972 Television Crafts 35a (5) |
| | 2973 Television Crafts 25b (5) | 3973 Television Crafts 35b (5) |
| | 2974 Television Crafts 25c (5) | 3974 Television Crafts 35c ... (5) (10) |
| d) Clothing and Design | | |
| 1861 Fashion and Design 15 (5) | 2861 Fashion and Design 25a (5) | 3861 Fashion and Design 35a (5) |
| | 2862 Fashion and Design 25b (5) | 3862 Fashion and Design 35b (5) |
| | 2863 Fashion and Design 25c (5) | 3863 Fashion and Design 35c . (5) (10) |
| 1964 Sewing and Design 15 (5) (10) | 2964 Sewing and Design 25 (5) (10) (15) | 3964 Sewing and Design 35 (5) (10) (15) (20) |
| 1876 Fabricare Technology 15 (5) (10) | 2876 Fabricare Technology 25 (5) (10) (15) | 3876 Fabricare Technology 35 (5) (10) (15) (20) |
| e) Electricity-Electronics | | |
| 1884 Electricity 15 (5) (10) | 2884 Electricity 25 (5) (10) (15) | 3884 Electricity 35 ... (5) (10) (15) (20) |
| 1885 High Technology 15 (3) | 2885 High Technology 25 (3) | |
| f) Personal Services | | |
| 1963 Health Services 15 (3) | | |
| g) General | | |
| 1814 Automotive Parts Merchandising 15 (5) (10) | 2814 Automotive Parts Merchandising 25 (5) (10) (15) (20) | |
| 1900 Forestry 15 (5) | | |
| 1535 General Business 15 (5) | | |
| 1732 Practical Arts 15a (5) | | |
| 1733 Practical Arts 15b (5) | | |
| 1822 Service Station Operation and Management 15 (5) (10) | 2822 Service Station Operation and Management 25 (5) (10) (15) (20) | |
| REGISTERED APPRENTICESHIP PROGRAM (RAP) | | |
| 1659 Appliance Serviceman 15 (RAP) (5) | 2659 Appliance Serviceman 25a (RAP) (5) | 3659 Appliance Serviceman 35a (RAP) (5) |
| | 2660 Appliance Serviceman 25b (RAP) (5) | 3660 Appliance Serviceman 35b (RAP) (5) |
| | 2661 Appliance Serviceman 25c (RAP) (5) | 3661 Appliance Serviceman 35c (RAP) (5) |
| | | 3662 Appliance Serviceman 35d (RAP) (5) |
| 1992 Auto Body Mechanic 15 (RAP) (5) | 2992 Auto Body Mechanic 25a (RAP) (5) | 3992 Auto Body Mechanic 35a (RAP) (5) |
| | 2993 Auto Body Mechanic 25b (RAP) (5) | 3993 Auto Body Mechanic 35b (RAP) (5) |
| | 2994 Auto Body Mechanic 25c (RAP) (5) | 3994 Auto Body Mechanic 35c (RAP) (5) |
| | | 3995 Auto Body Mechanic 35d (RAP) (5) |
| 1758 Electrician 15 (RAP) (5) | 2758 Electrician 25a (RAP) (5) | 3758 Electrician 35a (RAP) (5) |
| | 2759 Electrician 25b (RAP) (5) | 3759 Electrician 35b (RAP) (5) |
| | 2760 Electrician 25c (RAP) (5) | 3760 Electrician 35c (RAP) (5) |
| | | 3761 Electrician 35d (RAP) (5) |
| 1651 Electronic Technician 15 (RAP) (5) | 2651 Electronic Technician 25a (RAP) (5) | 3651 Electronic Technician 35a (RAP) (5) |
| | 2652 Electronic Technician 25b (RAP) (5) | 3652 Electronic Technician 35b (RAP) (5) |
| | 2653 Electronic Technician 25c (RAP) (5) | 3653 Electronic Technician 35c (RAP) (5) |
| | | 3654 Electronic Technician 35d (RAP) (5) |
| 1853 Hairstylist 15 (RAP) (5) | 2853 Hairstylist 25a (RAP) (5) | 3853 Hairstylist 35a (RAP) (5) |
| | 2854 Hairstylist 25b (RAP) (5) | 3854 Hairstylist 35b (RAP) (5) |
| | 2855 Hairstylist 25c (RAP) (5) | 3855 Hairstylist 35c (RAP) (5) |
| | | 3856 Hairstylist 35d (RAP) (5) |

(continued)

| Grade 10 | Grade 11 | Grade 12 |
|--|---|--|
| REGISTERED APPRENTICESHIP PROGRAM (RAP) (continued) | | |
| 1988 Heavy Duty Mechanic 15 (RAP) (5) | 2988 Heavy Duty Mechanic 25a (RAP) (5) 2989 Heavy Duty Mechanic 25b (RAP) (5) 2990 Heavy Duty Mechanic 25c (RAP) (5) | 3988 Heavy Duty Mechanic 35a (RAP) (5) 3989 Heavy Duty Mechanic 35b (RAP) (5) 3990 Heavy Duty Mechanic 35c (RAP) (5) 3991 Heavy Duty Mechanic 35d (RAP) (5) |
| 1762 Motor Mechanic 15 (RAP) ... (5) | 2762 Motor Mechanic 25a (RAP) . (5) 2763 Motor Mechanic 25b (RAP) . (5) 2764 Motor Mechanic 25c (RAP) . (5) | 3762 Motor Mechanic 35a (RAP) .. (5) 3763 Motor Mechanic 35b (RAP) .. (5) 3764 Motor Mechanic 35c (RAP) .. (5) 3765 Motor Mechanic 35d (RAP) .. (5) |
| 1655 Partsman 15 (RAP) (5) | 2655 Partsman 25a (RAP) (5) 2656 Partsman 25b (RAP) (5) 2657 Partsman 25c (RAP) (5) | 3655 Partsman 35a (RAP) (5) 3656 Partsman 35b (RAP) (5) 3657 Partsman 35c (RAP) (5) 3658 Partsman 35d (RAP) (5) |
| 1641 Water Well Driller 15 (RAP) (5) | 2641 Water Well Driller 25a (RAP) (5) 2642 Water Well Driller 25b (RAP) (5) 2643 Water Well Driller 25c (RAP) (5) | 3641 Water Well Driller 35a (RAP) (5) 3642 Water Well Driller 35b (RAP) (5) 3643 Water Well Driller 35c (RAP) (5) 3644 Water Well Driller 35d (RAP) (5) |
| 1663 Welder 15 (RAP) (5) | 2663 Welder 25a (RAP) (5) 2664 Welder 25b (RAP) (5) 2665 Welder 25c (RAP) (5) | 3663 Welder 35a (RAP) (5) 3664 Welder 35b (RAP) (5) 3665 Welder 35c (RAP) (5) 3666 Welder 35d (RAP) (5) |
| INTEGRATED OCCUPATIONAL PROGRAM | | |
| a) Construction and Fabrication | | |
| 1985 Welding 15 (IOP) (3) (5) | 2985 Welding 25 (IOP) (5) (10) | 3985 Welding 35 (IOP) (10) |
| 1986 Welding/Machine Shop 15 (IOP) (3) (5) | 2986 Welding/Machine Shop 25 (IOP) (5) (10) | 3986 Welding/Machine Shop 35 (IOP) (10) |
| b) Personal and Public Services | | |
| 1807 Sports Equipment Repair 15 (IOP) (3) (5) | 2807 Sports Equipment Repair 25 (IOP) (10) | 3807 Sports Equipment Repair 35 (IOP) (10) |
| c) Tourism and Hospitality | | |
| 1756 Resort Operations 15 (IOP) (3) (5) | 2756 Resort Operations 25 (IOP) (5) (10) | 3756 Resort Operations 35 (IOP) (10) |
| d) Transportation | | |
| 1821 Auto Body Repair 15 (IOP) (3) (5) | 2821 Auto Body Repair 25 (IOP) (5) (10) | 3821 Auto Body Repair 35 (IOP) (10) |

Appendix IV: Alberta Education Curriculum Material Distributors

Authorized learning resources and Alberta Education publications are available through the following Alberta Education distributors.

LEARNING RESOURCES DISTRIBUTING CENTRE

12360 – 142 Street
Edmonton, Alberta
T5L 4X9
Telephone: 427-2767
Fax: 422-9750

The Learning Resources Distributing Centre annual Buyers Guide, and its supplements, is the only Alberta Education publication that lists all student and teacher resources authorized by Alberta Education for use in schools. However, the Learning Resources Distributing Centre does not automatically carry all resources authorized by Alberta Education.

All products available from the Learning Resources Distributing Centre have a cost recovery selling price. In addition to a comprehensive General Information section, which provides ordering and Learning Resources Distributing Centre business practices information, the Buyers Guide and supplements also provide the following types of information on each resource carried in stock:

- grade and subject
- grade or level of intended use
- learning resources category
- language
- title
- publisher
- edition
- author
- year
- ISBN
- price

The Learning Resources Distributing Centre carries the following types of learning resources in stock:

- basic student learning resources
- most student "support" learning resources
- teacher support documents, such as teacher resource manuals and monographs
- Distance Education and Correspondence Education print and some non-print course materials
- French and other languages instructional materials
- Alberta Education legal, service and information publications (previously in Publications List)
- Programs of Study
- Pre-administered Grade 12 Diploma Examinations and Grades 3, 6 and 9 Achievement Tests

ALBERTA DISTANCE LEARNING CENTRE
Box 4000
Barrhead, Alberta
T0G 2P0
Telephone: 674-5333
Fax: 674-6561

Edmonton Study Centre
9th Floor
Harley Court
10045 - 111 Street
Edmonton, Alberta
T5K 2M5
Telephone: 427-2766
Fax: 427-3850

- distance learning courses

ACCESS NETWORK
Media Resource Centre
295 Midpark Way SE
Calgary, Alberta
T2X 2A8
Telephone: 256-1100 (Calgary only)
1-800-352-8293 (rest of province)
Fax: 256-6837

- audio-visual resources
- inservice packages (videotape and print)

For a list of available audio-visual resources and inservice packages, refer to the **ACCESS Network Audio-Visual Catalogue, 1992-93.**

MATERIALS RESOURCE CENTRE FOR THE VISUALLY IMPAIRED

- **North**

Main Floor, Edwards Building
10053 - 111 Street
Edmonton, Alberta
T5K 2H8
Telephone: 427-4681
Fax: 427-6683

- **South**

15, 575 - 28 Street SE
Calgary, Alberta
T2A 6X1
Telephone: 297-4378
Fax: 297-4365

Appendix V: Alberta Education Branch Addresses

The mailing address for most Alberta Education branches (including the Edmonton Regional Office) is:

Devonian Building, West Tower
11160 Jasper Avenue
Edmonton, Alberta
T5K 0L2

Edmonton Regional Office is located at:

7th Floor, Westcor Building
12323 Stony Plain Road
Edmonton, Alberta
Telephone: 427-2952
Fax: 422-9682

The following branch addresses are exceptions:

Alberta Distance Learning
Centre
Box 4000
Barrhead, Alberta
T0G 2P0
Telephone: 674-5333
Fax: 674-6561

Alberta School for the Deaf
6240 - 113 Street
Edmonton, Alberta
T6H 3L2
Telephone: 422-0244
Fax: 422-2036

Calgary Regional Office
1200, Rocky Mountain Plaza
615 Macleod Trail SE
Calgary, Alberta
T2G 4T8
Telephone: 297-6353
Fax: 297-3842

Education Response Centre
• Edmonton
6240 - 113 Street
Edmonton, Alberta
T6H 3L2
Telephone: 422-6326
Fax: 422-2039

Education Response Centre
• Calgary
5139 - 14 Street SW
Calgary, Alberta
T2T 3W5
Telephone: 297-4606
Fax: 297-5157

Grande Prairie Regional Office
12th Floor, 214 Place
9909 - 102 Street
Grande Prairie, Alberta
T8V 2V4
Telephone: 538-5130
Fax: 538-5135

Learning Resources Distributing
Centre
12360 - 142 Street
Edmonton, Alberta
T5L 4X9
Telephone: 427-2767
Fax: 422-9750

Lethbridge Regional Office
Provincial Building
200 - 5 Avenue South
Lethbridge, Alberta
T1J 4C7
Telephone: 381-5243
Fax: 381-5734

Red Deer Regional Office
3rd Floor West
Provincial Building
4920 - 51 Street
Red Deer, Alberta
T4N 6K8
Telephone: 340-5262
Fax: 340-5305

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Regional Offices of Alberta Education

The regional offices work in cooperation with local school authorities to ensure the quality of teaching, programs and schools. Each regional office has a staff of consultants and a director who provides the following:

- **CONSULTATION:** Consultative services in curriculum, instruction, evaluation, support functions and policy development.
- **MONITORING:** Monitoring of educational programs on a scheduled basis.
- **EVALUATION:** Assistance to school systems in designing and conducting school, program and system evaluations.
- **MEDIATION:** Mediating in matters, such as special student needs, ministerial reviews, attendance panels and Council on Alberta Teaching Standards (COATS) investigations, as well as complaints brought to the attention of the Minister.

To arrange for services from a regional office, follow the procedures adopted by your local school authority.

Regional Offices

Zone 1: Grande Prairie

- Tel 538-5130
Fax 538-5135

Zones 2 and 3: Edmonton

- Tel 427-2952
Fax 422-9682

Zone 4: Red Deer

- Tel 340-5262
Fax 340-5305

Zone 5: Calgary

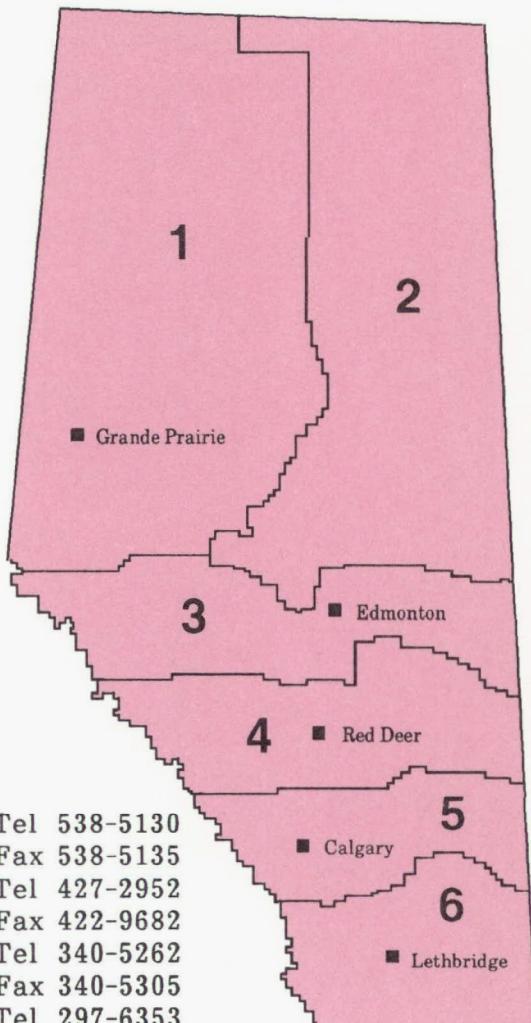
- Tel 297-6353
Fax 297-3842

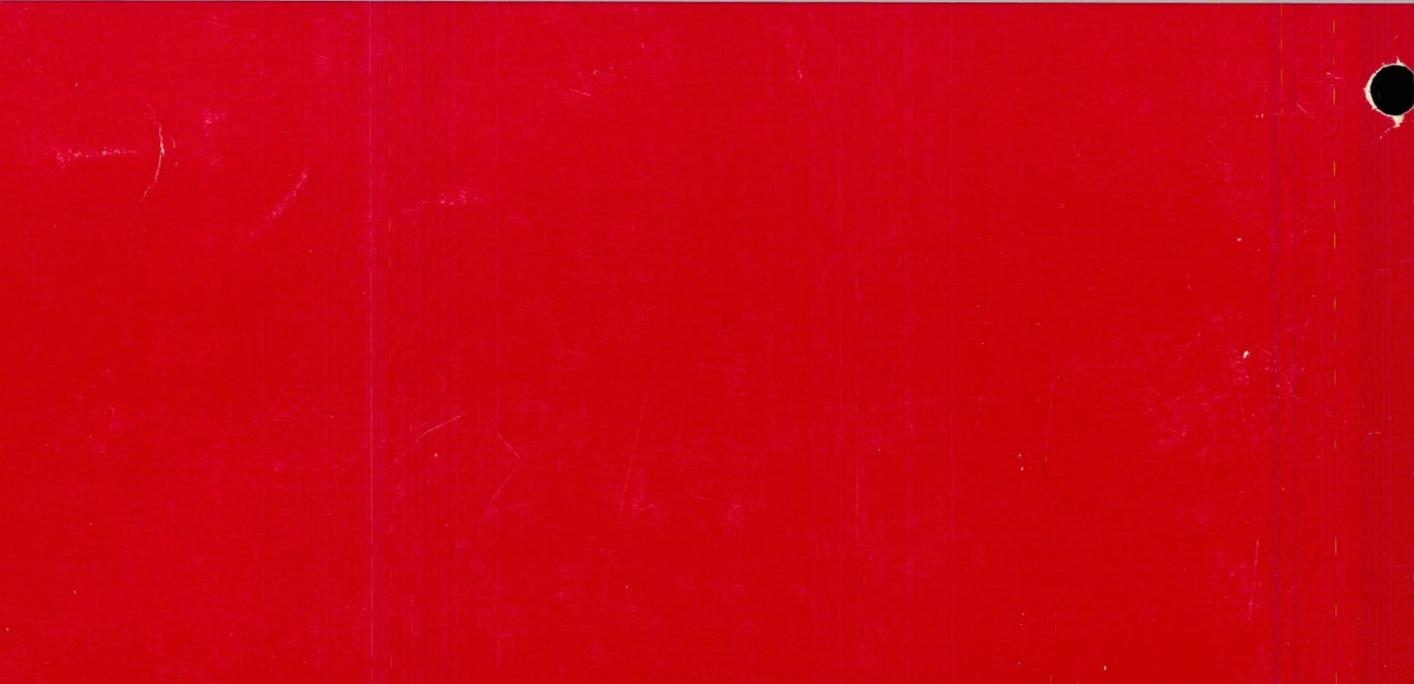
Zone 6: Lethbridge

- Tel 381-5243
Fax 381-5734

Education Information

- Tel 427-7219





Alberta
EDUCATION